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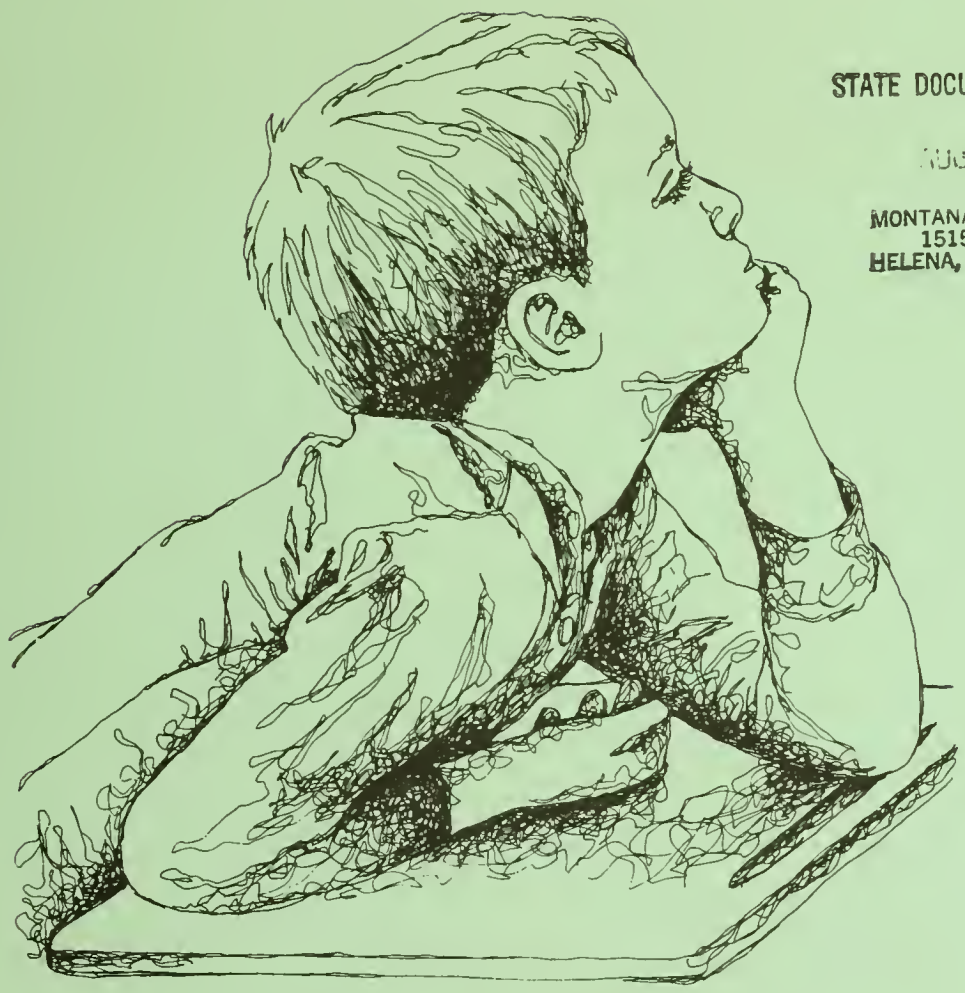
MONTANA Kindergarten Handbook



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Acknowledgments

This kindergarten handbook was first developed in 1974 when state funding for public kindergartens began. Literally hundreds of people have helped throughout the years in its development. This 1982 edition reflects the continued efforts by Montana educators to provide a useful tool for kindergarten teachers to use.

A special acknowledgment is due Louise Bell whose many editorial comments and original suggestions have greatly enhanced the content of this second edition. The work of Lorraine Marsh, Geneva Van Horn, Julie Bullard, Eve Malo, Charlotte Whitehead, Susan Harper, Sandy Wolfe, Trudy Khoury, Jan Opsahl, Sharon Hanson, and Billie Thomas have also helped make this handbook the useful document it is.

It is sincerely hoped that this handbook will be used as a starting place to build a strong kindergarten program. Its real strength will be in the creative use that you the kindergarten teacher make of it.

Hal Hawley
Curriculum Specialist
Office of Public Instruction

BB13182

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Introduction

The importance of children's early educational experiences is an awesome responsibility for educators. Teaching young children is challenging and rewarding as teachers discover the long range implications for the child and society. Kindergarten has a rich heritage based upon an attempt to meet the particular needs of the young child.

The study of child development illustrates the importance of providing children with a rich learning environment during their early years. Kindergarten experience should help develop a social and intellectual maturity in both individuals and in groups and should be regarded as a necessary component in public school education. To be effective educationally, kindergarten must function as an integral part of the total elementary program. Kindergarten is neither a playschool nor a luxury. It is the initial public school experience upon which a child's future attitudes as a learner and a contributor to society may be based and is not merely a preparation for first grade.

Kindergarten is a year in which thinking, social, emotional, language and motor skills are developed in a challenging and planned environment. Opportunities are offered to explore and discover and to discuss experiences. Children learn to understand themselves, as positive concepts of self and others are developed. A well-rounded kindergarten program includes a variety of activities and experiences as goals are met in an exciting learning environment. It is a year of growing, of learning, of creating and of developing. Kindergarten is the foundation upon which a child's future as a learner is built. It is a program in which children share experiences, learn to get along, explore and discover, enjoy books, develop good work habits and gain self-confidence. In kindergarten children experience the excitement of learning and all that it represents.

While parents and educators want children to be successful members of our society, they are questioning the priorities of our early childhood educational programs. Since today's young children are often involved in pre-school programs, kindergarten is frequently not the child's first school experience. As more pressure is being placed upon kindergarten teachers to teach academics, they must be certain that meaningful learning experiences are available which meet the developmental needs of young children in striving to help them reach their full potential.

In planning learning experiences for young children, the areas to be emphasized include the following:[1]

Cognitive or Mental Development

Young children need many experiences to gain an understanding of the world in which they live. As they move from intuitive reasoning to more logical reasoning, exploratory activities are needed to stimulate cognitive growth.

Physical Development

Children develop from the head down. Five-year-olds need vigorous exercise. Fine motor skills are just beginning to develop. Programs must offer varied opportunities to develop gross and fine motor skills.

Socioemotional Development

How children react to and relate to people and experiences constitutes their socioemotional structure. Young children are developing emotionally and learning ways to deal with people. In school, children learn new behaviors as they attempt to get along with others, cooperate, and interact courteously.

Creativity

Creativity involves the ability to see new relationships between previously unrelated objects or ideas. It is an essential aspect of the educational program for young children. Opportunities for creative experiences should encompass every area within the curriculum to encourage imaginative thinking and problem solving. A wide range of art media and exploratory experiences should be incorporated into the program. The creative process is of great value in developing the self-esteem of the young child.

---

[1]Verna Hildebrand, *Introduction to Early Childhood Education*. (3rd ed. New York: MacMillan Pub. Co., 1981), p. 28.

Kindergarten should help children develop

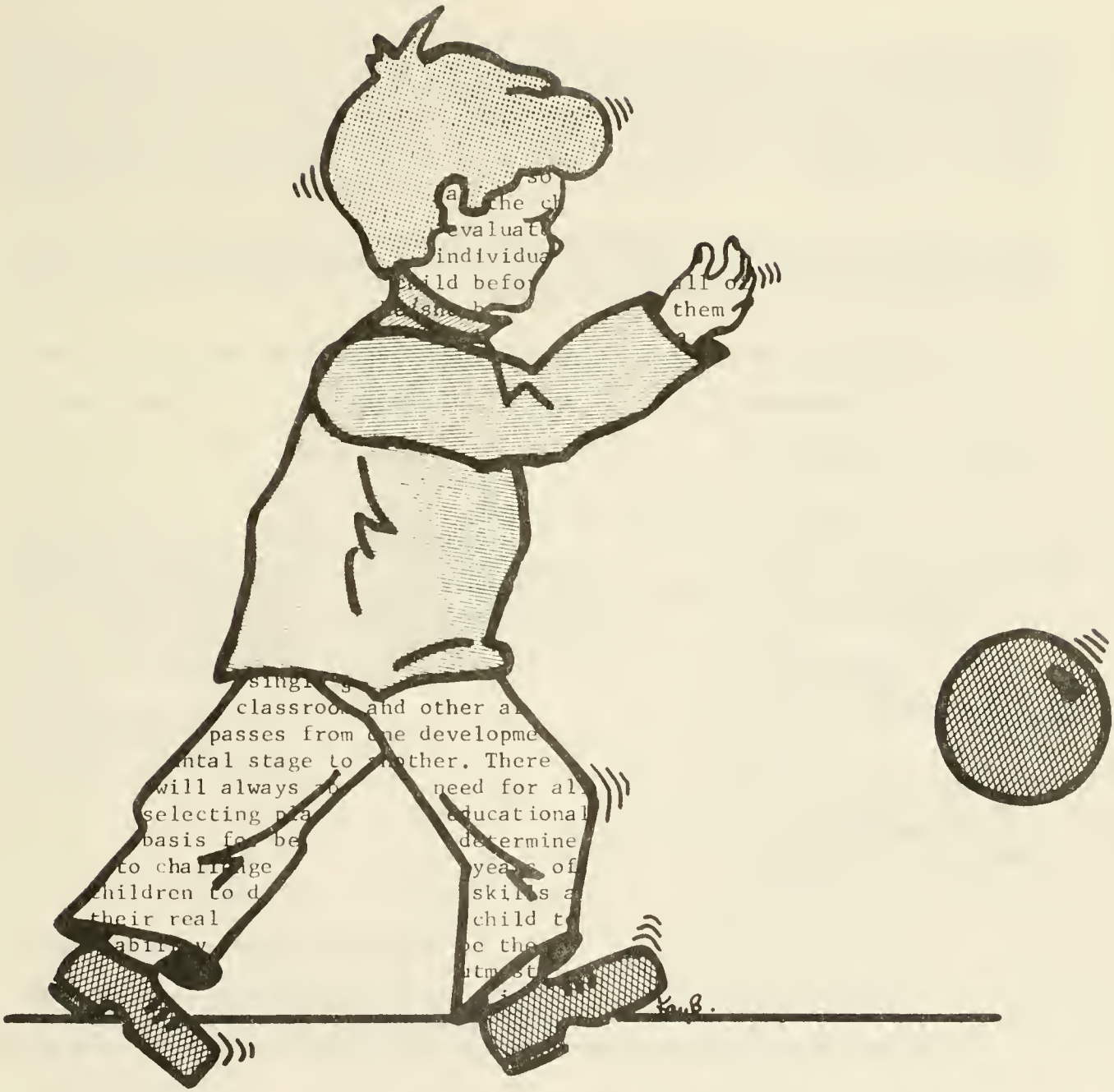
- as effective, unique individuals;
- as constructive, responsible members of any group to which they belong;
- at their own pace and in their own learning style to stretch their minds and to explore their world;
- needed and meaningful concepts, skills and attitudes.

Kindergarten should nurture in each child:

- a positive self-concept;
- a concern and respect for others;
- self-expression and creativity;
- problem solving techniques;
- heightened curiosity;
- an understanding of numbers;
- personal pride in accomplishment;
- self-direction and self-evaluation;
- the desire to read and write;
- appreciation for the environment;
- the ability to use the body effectively;
- the ability to cope with limits, disappointments and changes;
- a respect for work and play.

Each school district should establish kindergarten programs which meet the needs of its young children and which are educationally sound. Teachers, school officials and citizens in the community should consider the unique needs of young children in developing the kindergarten program.

The Learner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The Learner

This part of the handbook has been developed to aid kindergarten teachers in understanding the children with whom they work. It also shows how the characteristics and needs of children form the basis for the great variety of experiences that can be provided for the boys and girls in kindergarten. Knowledge of developmental stages in the growth of children indicates the fact that chronological age is not a reliable clue in planning educational programs, i.e., a large and well coordinated boy, five years of age, may use the vocabulary of a three-year-old or may act out his feelings like a four-year-old. Since the growth of children is not uniform, the classroom teacher must be prepared to observe and evaluate the individual child and provide skills and language patterns.

Although most kindergartens admit children on the basis of chronological age, it is possible that the children within a single classroom could range in developmental ages from three to eight years over the span of a kindergarten year. In addition, developmental ages will vary greatly within the individual child. Since children grow and develop a great deal in a nine-month period, they have different educational needs as they pass from one developmental stage to another. There is considerable variation in interests, attention spans, and experiences within most classrooms. Teachers must recognize and develop programs which meet individual differences.

Providing for children's needs is the basis for selecting materials and equipment, determining the curriculum and planning space and room arrangement. The challenge to the teacher is to provide a match of each child's total development and maturity with materials and resources to further enhance or stimulate learning.

Children learn best when the following aspects of development and environment are observed.

Social and Emotional

Each child needs to have:

Love and affection,
A positive self-concept,
Independence and dependence,
Interaction with others,
Models for identification,
Support and encouragement,
Opportunity for release of tension,
Guidance toward self-control,
A feeling of belonging,
Acceptance of their emotions.

Physical

Each child needs to have:

Freedom to move and manipulate their bodies,
Optimum nourishment,
Opportunity for vigorous activity,
Sufficient rest and sleep,
A safe environment.

Intellectual

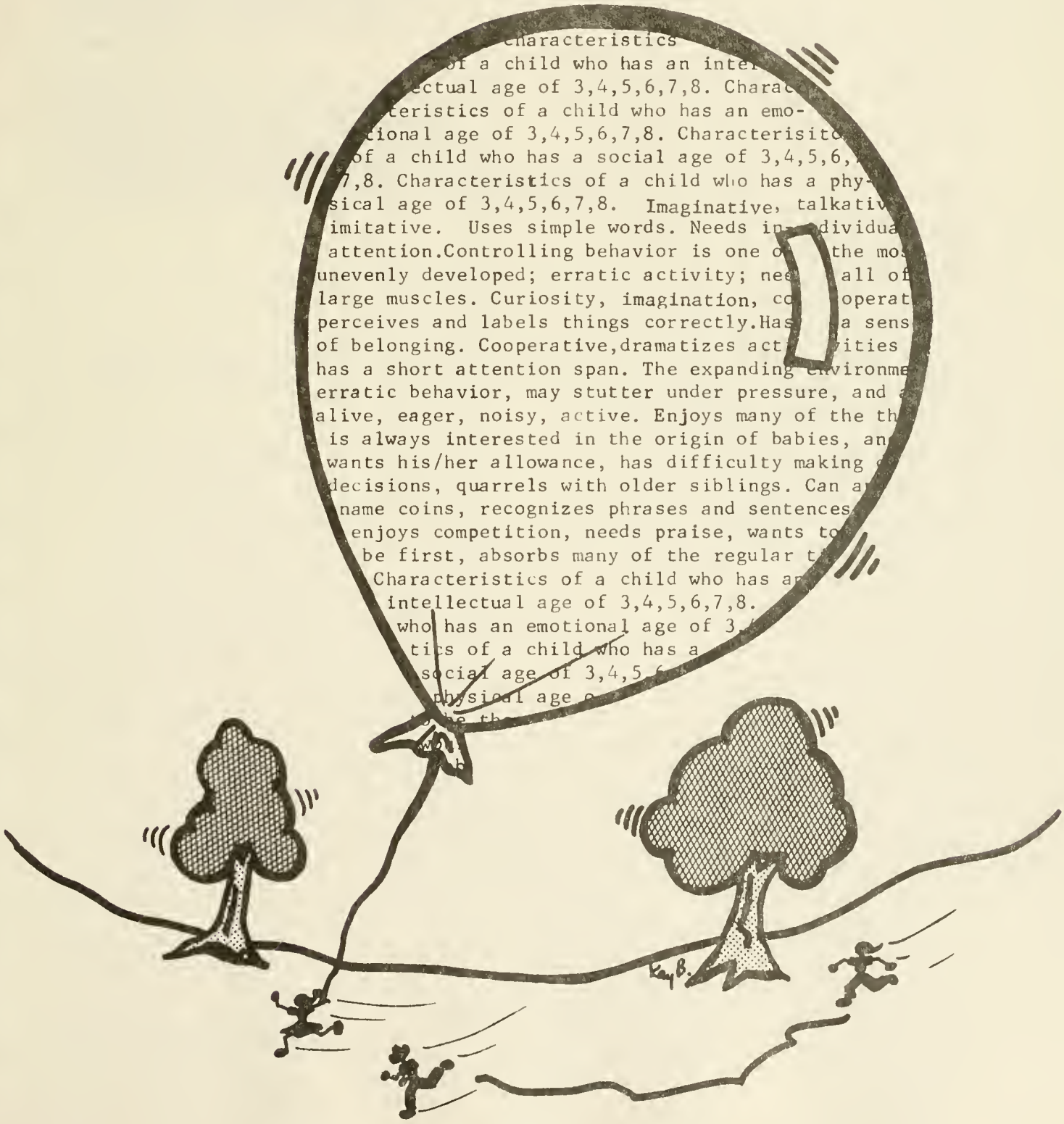
Each child needs many opportunities to:

Communicate,
Verbalize,
Have many sensory experiences,
Experiment and manipulate,
Observe and question,
Create,
Solve problems,
Satisfy curiosity,
Experience aesthetic satisfaction,
Explore,
Interact,
Learn about written language,
Listen to stories being read,
Understand numbers,
Comprehend the world around them.

To form the basis for work with each child:

- be aware of their past and projected characteristics;
- be aware of the great range of individual differences;
- be aware that application of standardized patterns to all children is harmful and impossible.

Learner Characteristics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large muscles. Curiosity, imagination, co operat
perceives and labels things correctly.Has a sens
of belonging. Cooperative,dramatizes act vities
has a short attention span. The expanding environme
erratic behavior, may stutter under pressure, and
alive, eager, noisy, active. Enjoys many of the th
is always interested in the origin of babies, an
wants his/her allowance, has difficulty making
decisions, quarrels with older siblings. Can a
name coins, recognizes phrases and sentences
enjoys competition, needs praise, wants to
be first, absorbs many of the regular t
Characteristics of a child who has a
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tics of a child who has a
social age of 3,4,5,6
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Physical Development

Physical development relates to the child's physical coordination; increase in muscular strengths; over-all growth patterns of the body; and functional development and use of organs of hearing, sight, taste, smell and touch.

Suggested observations and questions about children's physical development:

Observe children on the playground.
Describe the use of their bodies.
Do they seem well coordinated for their age?
Can they walk across a balance beam?
Do they know how to hop, skip and jump?
Can they throw a ball to someone?
Can they catch a ball?

Observe children in the classroom.
Are they able to cut with a pair of scissors?
Can they zip, button and tie a knot or bow?
Can they use the toilet independently?
Are they tired at any time during the day? When and why?

Basic Characteristics of a Child who has a Physical age of

A 3 Year Old

Motor skills are unevenly developed.

Developing the large muscles.

Erratic activity level with need to be active.

Is active. Shows fatigue by being irritable and restless.

Can usually take care of personal needs. Learns to dress and undress.

Some children need daily nap.

Can go up and down stairs with alternate feet.

Likes to finger paint and scribble with crayons and can copy an "X."

Can slash with scissors.

Can eat without spilling.

Can drink from a cup.

Strings large beads.

Can kick big ball.

Steps in place and sometimes climbs by restepping.

Pats, pokes, enjoys clay and action toys.

Runs, lugs, pulls or carries a load.

Pushes, pulls, fills and empties.

Likes water play.

Balances erect.

Can stand on one foot.

Jumps and runs with music.

Enjoys swinging when helped.

Rolls ball.

Throws underhand.

Unbuttons and buttons.

Toilets self during the day.

Talks, or eats, or plays.

Can swing.

Can ride a tricycle.

A 4 Year Old

Learns through motor movement.

Needs more physical activity than other ages and wider scope for activity.

Has rapid muscle development. Goes beyond bounds.

Constantly active; not given to restraint; knocks things down.

Easily fatigues; may need quiet time.

Noisy.

Independent; tries to do things alone.

Susceptible to infections.

Accomplishes running; may be able to change rhythm or running.

Can do standing broad jump; has difficulty skipping, has difficulty hopping.

Pumps in swing.

Is developing sureness when running, jumping, climbing, and galloping.

Can throw a ball.

Can string beads.

Can catch a large ball.

Slashes and hacks with scissors.

Can climb pole.

Saws.

Cuts on line.

Throws overhand.

Combines words with movements.

Talks and eats.

Talks and plays.

Basic Characteristics of a Child who has a Physical Age of

A 5 Year Old

Has reached a period of general "slow down" in skeletal growth.

May need mid-morning snack.

Has developed large muscles that require continuous strengthening through physical activity and use of appropriate equipment.

Has better control over large muscles than small ones; not ready for complicated skills and small muscle coordination.

Runs, skips, hops, turns somersaults.

Builds with blocks; molds objects with clay; likes to color and paint; likes to cut and paste simple things even though not adept.

Is active but tires easily and needs planned periods of rest.

Can use overhead ladder.

Activity has direction.

Beginning to sit still in a group or during individual activities for short periods (15-20 minutes).

Sensory motor equipment not ready for reading; far-sighted and lacks eye-hand coordination necessary for formal work with books and small objects.

Generally has developed hand preference that should not be changed.

Is susceptible to communicable diseases and common colds because of group situations. Should not be allowed to become chronic.

Has good posture unless health is poor or is pressured into inappropriate activities.

Alive, eager, noisy and active; activity not highly social; likes to go from one activity to another.

Enjoys the sense of touch and to be aware of texture: rough, smooth, dull, shiny, wet, dry.

Beginning to lose teeth.

Eyes not developed for fine discrimination for reading small print.

Much learning is still through a motoric manipulative mode (physical).

Can learn left from right.

Swings without help.

A 6 Year Old

Eats often.

Unwilling to try new foods; may spill food; stuffs mouth; may be awkward in the use of utensils.

Interested in surroundings.

Attention span is variable, depending on activities.

Attempts to use tools and materials; can join boards and make simple structures.

Often fills own need for variety, for rest, for change of pace. Takes break as needed.

Uses pencils, pencil crayons, magic markers, paints, chalk, and wax crayons for coloring and drawing.

Can cut and paste.

Likes to write on chalkboards.

Very active; in almost constant motion; often clumsy.

Can use large needle; does simple beading, simple weaving, and bead patterning.

Does all motor movements (walk, crawl, run, hop, jump, leap, skip, slide, gallop).

Jumps rope by self.

Eyes more fully developed to begin reading.

Needs practice in use of scissors.

May be ambidextrous in some activities and tasks.

Basic Characteristics of a Child who has a Physical Age of

A 7 Year Old

Muscle coordination better but frustrated if too exacting.

Uses implements well.

Is adjusting to dental changes.

Has sufficient attention span for appropriate task.

Large muscles well developed.

Can do uneven motor movements (skipping, sliding, galloping) well.

Can do basic movements backwards, on a diagonal, and around.

Jumps rope rhythmically.

Fine muscles are coordinated and varied.

Eye movements more developed.

Eye-hand movements more fully developed.

Does small muscle activities on own initiative.

An 8 Year Old

Increase of speed and smoothness in fine motor performance.

Better eye-hand coordination.

Has become more sophisticated in motor skills: speed, smoothness, coordination, strength, agility, precision.

Needs planned activities to aid in large muscle coordination as these increase rapidly at this age.

Rhythmic activities interest increases.

Deviations in hearing and sight become obvious.

Intellectual Development

Intellectual development is apparent in the increasing awareness of the child's environment; the ability to recognize relationships; move from concrete to abstract concepts; to sense cause and effect and to solve problems appropriate to the child's age-norm.

Suggested observations and questions about children's intellectual development:

Observe a child having conversation with another child.
Did the children seem to express themselves easily or with difficulty?
Did either child give information, ask questions, or give directions?

Observe one child.
When does the child talk the most or the least?
What does the child talk about?
In what ways does this child use nonverbal means of communicating?
Does this child talk primarily with other children or with adults?

Observe child using blocks.
Is the child haphazard in selecting blocks or is there very careful choice according to size and shape?
Does the child seem concerned primarily with construction itself or the finished product?
Is the child concerned with construction problems like making a tower stand up or a block balance, or does it appear that working out some fantasy or dramatic play idea is more important?
How long does the child stay with the activity?

Basic Characteristics of a Child who has an Intellectual Age of

A 3 Year Old	*A 4 Year Old*
Learns words easily.	Highly imaginative.
Is talkative, imitative, imaginative, inquisitive.	Does not differentiate between truth and fantasy.
Confuses fantasy and reality.	Imitative in language, manners and habits.
Vocabulary is increasing, but may still use baby talk.	Great curiosity; asks many questions, usually asks "why, what, how?"
Uses simple words and sentences.	Perceives and labels things in wholes or parts.
Likes to listen to simple stories and nursery rhymes.	Attention span increasing.
Can carry a tune.	Capable of answering fairly comprehensive questions.
Has trouble with passage of time; confuses tomorrow with yesterday.	Identifies different objects and pictures of objects.
Responds to adult suggestions.	Has some concept of number.
Likes to talk with adults.	Lacks understanding of time and space relationships.
Listens longer to stories.	Intellectual growth is not uniform.
Enjoys praise and simple humor.	Listens intently to stories and nursery rhymes.
Compares two objects.	Likes to hear favorite stories over and over again.
Points out three objects in a picture.	Has hearing vocabulary larger than speaking vocabulary; has speaking vocabulary of less than 2,000 words.
Talks about future plans such as proposed trip.	Is developing independent speech.
Tries out words dramatically.	Progressing in organization of nouns, verbs, adjectives.
Can assemble simple puzzles.	Uses complete sentences of six to eight words; becoming more efficient and flexible in all speech.
Can sequence in some areas.	Beginning to use abstract words and to attach meanings to abstract words.
	Often talks to self or to imaginary companions.
	Likes to sing.
	Does much dramatic play.
	Interested in death.
	Changes title of drawing as it is drawn.

Basic Characteristics of a Child who has an Intellectual Age of

A 5 Year Old

Beginning to understand the differences between reality and fantasy.

Chooses colors imaginatively; discovers they can be mixed and uses them experimentally. Is aware primarily of contrast.

Imaginative, creative and inquisitive. Seeks self-expression; likes dramatic play and likes role-playing.

Learns by doing, imitating, observing, exploring, examining, investigating, experimenting and questioning.

Is inquisitive and wants to explore, investigate, manipulate and experiment with a variety of materials and media.

Is curious about own world.

Asks many questions and is eager to learn and to please.

Learns through use of the five senses.

Learns through concrete and direct experiences rather than abstractions.

May derive satisfaction from doing rather than from the finished product.

Recognizes some details. Understands some whole or part relationships.

Begins to show an ability to think things through and solve simple problems. (This is a vitally important characteristic that should be continuously encouraged and developed.)

Enjoys intellectual challenges.

Recognizes familiar objects with fewer clues.

Thinks mainly of the present, but can reason and generalize to some degree.

Interested in yesterday and tomorrow, and a wider environment.

Interested in doing and observing things related to immediate experiences.

Begins to show a gradual increase in span of interest and attention but easily disturbed.

Has ability to recognize individual words in speech.

Uses words more than actions.

Uses more complex and abstract sentences in stories.

Interested in telling stories and relating own experiences.

Improves language at this level by use of example and substitution.

Likes to identify repetitious phrases, words, letters. Recognizes name in print and may print first name.

Possesses a speaking vocabulary of approximately 2,000-3,000 words.

Independent thinker; answers without mimicry.

Expresses self well in speech and in most situations with peers and adults.

Possesses fluent and flexible speech patterns; talks in complex full sentences; enjoys using new words.

Asks many questions that are relevant, meaningful, direct, and personal.

Develops further understanding of abstract words relative to experiences.

Usually uses speech sounds correctly.

Begins to develop a concept of time, space, numbers, and has a memory of past events.

Uses numbers incidentally; likes to count.

Is able to name coins and numerals.

Is learning to listen for a purpose and without interruption.

Greater independence in learning and solving problems.

Has an innate sense of design.

Lacks organization in art expression.

Paints what the child knows, and not what the child sees, with little detail.

Shows interest in simple scientific explanations of experiences in the child's everyday world.

Able to learn full name, address and telephone number.

Basic Characteristics of a Child who has an Intellectual Age of

A 6 Year Old

Getting ready to handle numbers, read, write.

Understands seasons in terms of suitable activities.

Likes to be read to.

Recognizes words, phrases, sentences.

Likes poems and the rhythm of language.

Shows interest in the sounds letters make.

Is able to print upper and lower case letters, some words, and first and last name. Writes numerals in sequential order.

Is able to count to 100.

Is able to name coins.

Adds within ten.

Understands groups, objects (sets).

Uses simple measurements.

Solves problems with greater degree of independence.

Time and space relationships develop.

Has control of grammatical structures of native language.

A 7 Year Old

Can read and comprehend simple paragraphs; uses manuscript to write words and sentences in upper and lower case letters.

Learns best in concrete terms.

Needs situations in which to be active in learning.

Interested in relationships within home, school, community and far away places.

Shows interest in past, present, and future time.

Shows interest in end product, as well as the activity.

Has greater perception and discrimination of what is seen, heard, done.

Apt to identify self with characters read about.

Is developing a concept of place value.

Is increasing in ability to do independent problem solving.

Hypothesizes in problem situations.

Quantitative recognition reasonable.

Relates events to time and place.

Basic Characteristics of a Child who has an Intellectual Age of

An 8 Year Old

Better able to understand foreign countries and world relationships.

Interested in primitive people and times past; interested in reading books on these topics.

Eager to verbalize and respond.

Decoding and reading for meaning now in better balance; can use table of contents and index.

Able to begin cursive writing using good spacing and correct use of upper and lower case letters.

Can write a story using related sentences.

Increasing ability to cope with abstractions.

Possesses better techniques and skills in problem solving.

Social Development

The changes in the child's attitudes and actions in getting along with others (peers and adults) is basically social development.

Suggested observations and questions about children's social development:

Observe **one** *child in the classroom.*
Does the child make contact with anyone else? Who is it? What are the circumstances?
Does the child usually initiate contact or wait for others to make the contact?
Does the child seem able to take turns?
Does the child seem helpful to other children?
Does the child look to adults predominantly for protection, ideas for play, comfort, participation in play, or other things?

Basic Characteristics of a Child who has a Social Age of

A 3 Year Old

Is usually adaptable and amiable.

Is friendly with other children but still likes solitary and parallel play.

Likes to share—both objects and experiences.

Depends on adults for help.

Boasts about abilities.

Imitates others.

Likes to give orders; tell others what to do.

Has definite need for attention, especially from adults.

Enjoys being a member of an active group (peer and older) for short amounts of time.

Self-awareness development depends upon concern shown in home.

Sensitive to people.

A 4 Year Old

Many characteristics of a 3-year-old but tends to become more aware of what other children are doing.

Difficult to manage at times; prefers to say "no" first.

Does not always get along well with other children.

Can be bold and bossy.

Plays with children, but may be alone at the same time.

Needs opportunities to give and take, to play cooperatively with other children.

Has strong family feeling.

Likes sex-role objects; pretends to be grown-up and ejoys dressing up.

"Cares" about what peers and adults feel toward self.

Thrives on praise.

Significantly affected by the criticism of those the child likes.

Becomes increasingly responsible for duties in the home.

Still fluctuates between lack of confidence and desire to act independently.

Begins to accept a moral code of right and wrong, good and bad.

Develops understanding in the concepts of preservation, destruction.

A rapid development in expressing a sense of ownership as to persons and things (**my** ball, **my** mama, etc.).

Overall this is the age where the child becomes **selective** of everything (friends, toys).

Dislikes isolation from group.

Basic Characteristics of a Child who has a Social Age of

A 5 Year Old

Is sociable and seeks companionship of other children, but is self-centered at times.

Plays best in small groups of two to five, but shows an increased ability for enjoyment of larger groups and group activities.

Plays well with groups and alone; duration of tolerance for large groups is short.

Likes to show objects and share experiences.

Is eager to please.

Asks adults for help when needed.

Enjoys companionship of other children and adults.

Is developing a respect for rights and feelings of others and learning to take turns.

Forms strong friendships for short periods of time.

Enjoys simple directions; is proud of ability to carry them out.

Early five is sociable and self-sufficient; middle five tends to be more disruptive and less cooperative.

Is cooperative; wants supervision; likes to have approval; blames others for own misdeeds; decides wants quickly.

Dresses self completely (might not tie shoe laces); mother might select clothes and lay them out.

Is proud of own appearance and nice clothes but is careless about taking care of them.

Likes to care for younger siblings; should not be given too much responsibility.

Is capable of and eager to assume definite responsibilities within level of maturity.

Is very imaginative but basically realistic.

Fantasizes a great deal, loves make believe.

Is an attentive observer or eager participant.

Is curious about the world as it relates to self.

May have occasional "tantrum"; makes accusations and finds fault.

Tends to "act out" problems rather than solve them.

Needs to be reminded about manners—"please," "thank you."

Needs reminder to wash hands before meals.

Has strong feeling for family; likes to be with family; enjoys family picnics and holiday celebrations.

Mother is center of the child's world; may be very proud of mother.

Play centers around the home; likes to imitate adult activities.

Is fond and proud of father; may obey him better than mother.

Likes to help mother around the house; likes to do errands around the house.

Likes to go shopping with parents.

Interest in money not strong; likes to pay the clerk in the store or restaurant.

Talking interferes with eating.

Girls tend to be domineering.

Sex roles are still not defined; boys will still dress up and play with dolls.

Basic Characteristics of a Child with a Social Age of

A 6 Year Old

Has picture book interest in children of other lands.

Likes much group play; imaginative play of house, store, etc. Interest mostly self-centered; little solitary play; often plays with a constant friend.

Likes to do things "just like mommy and daddy." Sex roles becoming established.

Expanding environment; home, school, community relationships important.

Doesn't give much thought to the concept of family (child too egocentric); in school learns about other families with different standards and ways of doing things; enjoys family secrets.

Other adults become more important. The parents' role is changing in the child's world.

Wants a new baby; interested in the origin of babies but has difficulty accepting a new baby in the family.

Quarrels with siblings.

Likes to have many possessions but doesn't take care of them.

Interested in things money buys rather than in money itself. Has little sense of values so needs help in planning what to do with money; on shopping excursions must buy something.

Wants allowance; will work in return; parents can motivate saving.

Has difficulty in making decisions. Needs guidance in planning activities.

Needs to be reminded to wash hands.

Dresses self completely; mother might select clothes and lay them out. Has a pride and interest in clothes, what to wear for different seasons and weather; needs help with caring for clothes, uses mirror.

Accessories frequently lost, i.e. mittens, jackets, sweaters.

Likes parties.

Tends to become attached to those children who have same interests and abilities.

A 7 Year Old

Interested in carpentry; likes to color and cut out paper dolls.

Wants and accepts responsibility but often forgets.

May like things orderly and attractive.

Plays in pairs or groups; makes rules and insists on taking turns. Fairness is important. Has beginning of real cooperation. Learns to lose but must win in the end. Prefers older playmates. Largely ignores sex lines in play groupings; may be last age when boys and girls play together regardless of sex interests.

Is serious about concepts of home, family and government.

Is interested in finding place as a real family member; child might worry about adoption.

Is very proud of home and family possessions.

"We" age for parent and child.

Is chiefly good with siblings. At times, jealousy causes disagreements. Likes to invite siblings to class to share experiences.

Has intense longing for new baby of own sex in family. Is interested in baby's growth, what it eats, size, what it costs.

Likes to help at home. Is better at helping than doing things alone.

Loses things easily. Needs help in storing possessions.

Has increased interest in money and what it does; knows money and how to ask for change.

Wants an allowance; may save for bigger items.

Likes to telephone friends.

Variable in interest in personal appearance; needs help with care of hair; can take care of shoes.

Slow in dressing.

Becomes interested in the sports and physical activities of older children (baseball, football, basketball, etc.).

Shows disregard for those activities (mental and physical) in which child is inept.

Basic Characteristics of a Child who has a Social Age of

An 8 Year Old

Is emerging from the egocentric stage; personality is more expressive.

Is trying self against environment; wants to be like an adult.

Recognizes self and differences; tries to live up to standards of others.

Can accept a fair amount of responsibility.

Participates in "gang life." Is influenced by peer group.

Likes group play better; more cooperation apparent. Best friend attitudes are important. Can sometimes lose gracefully. Realizes role in group depends upon abilities and limitations.

Is interested in family background.

More involved in family activities as an equal. What mother does and thinks is important.

Child's best responses may come with father at this age.

Warm and loving interest in babies. Can understand the slow growth process within mother.

Aware of orderliness; likes award system. Does best when helped at start and told how to act.

Likes to earn money at home, can manage own money; will save for bigger items; realizes differences in price of items.

Age of collecting and bartering.

Will do things at home for pleasure.

Has more pride in personal appearance, needs help and reminder with cleanliness; can shampoo hair and cut nails.

Interested in trips.

Makes new friends readily.

Is increasingly aware of the environment (surrounding).

Conversation interest increases.

Personal ownership of things becomes very evident.

"Hero worship" unveils as to special people.

Emotional Development

Changes in the child's reaction to opposition, conflict, fear, pain, uncertainty, and problem situations as well as comfort, satisfaction of needs, love and understanding constitute emotional development.

Suggested observations and questions about children's emotional development:

Observe one *child.*
What seems to give the child satisfaction?
How does the child show it?
What seems to make the child uncomfortable? Who or what was involved?
Does the child outwardly express aggressive feelings? How? If not, why?
How does the child respond to outward expressions of other people's feelings of aggression?

Basic Characteristics of a Child who has an Emotional Age of

A 3 Year Old

Needs much individual attention. May want to stay close to adult and sit on lap.

Is egocentric. A "show-off" at times.

Needs much help in controlling behavior.

Wants to be helpful; may drop or break things in process.

Solves problems and communicates through physical actions.

Has interest in here and now.

Eager to please; needs praise.

Watches adult faces for clues of approval or disapproval.

Takes suggestions easily.

Likes to touch.

Likes people.

Watches others and imitates.

Shows self-control (takes turns, waits until it is time).

Proud of what is made.

Developing independence (leaves mother for nursery school, plays by self).

A 4 Year Old

Emotionally erratic; beginning to develop conscience.

Wants immediate gratification of whims; may throw temper tantrums.

Displays negative attitudes at times.

Displays unrest and explosiveness.

Attention seeker.

Laughs at odd things; own humor; can be silly at times especially if tired.

May stutter under pressure, is susceptible to pressure and tension.

Has more fears than when younger; understands more dangers.

Cries easily.

Not very interested in physical differences between sexes; not as interested in own name or names of others. More important is own age or what the child is doing. Usually no concern about racial differences.

Goes out of bounds (likes to brag, likes freehand drawing).

Is learning limits (likes to go on excursions, runs ahead but waits on corner, interested in rules, plans ahead with adults.

Understands what is "fair" and "unfair."

Has special areas in which to work and play.

Basic Characteristics of a Child who has an Emotional Age of

A 5 Year Old

Is gaining in emotional stability. (This does not mean a lack of emotional problems but a tendency toward a growing maturity in control.)

Needs a sense of belonging.

Gains a feeling of security from definite routines. Likes to have rules.

Is continuing to develop a self-image.

Enjoys and responds to repetition.

Responds to tension and over-stimulation with noise and aggression.

Has a growing desire for approval and an eagerness to do what is expected.

Needs opportunities to do things for self and to develop individually.

Responds to a feasible challenge.

Is beginning to develop self-control, accept suggestions, and initiate an action.

Has a growing sense of humor and appreciation for humorous incidents and situations; likes to laugh.

Has a strong emotional life with home and family.

Shows anger as a common emotion.

Has a feeling of rivalry; sometimes jealous of others; wants recognition.

Interested in immediate and realistic experiences; still in "I" stage.

Is friendly, sympathetic, and helpful.

Wants to be first.

Is usually happy, dependable, interested and cooperative.

Is sometimes impulsive.

Apt to become fearful of the unknown. (Most fears are imitated and much can be accomplished in the kindergarten to erase them through simple explanations and matter-of-fact behavior examples.)

Is becoming creative; likes to work; likes accomplishment. Responds to a feasible challenge.

Loves to play and to dramatize activities.

Sometimes takes products home from school.

Is devoted to the teacher.

A 6 Year Old

Is highly emotional.

Is self-assertive and aggressive.

Wants and needs to be "first."

Enjoys competition if winning (will cheat if necessary).

Needs praise and approval.

Punishment does not improve behavior; may respond to isolation.

Needs extra chances.

Needs clear and simple directions in advance to get started in right direction.

Better at accepting blame for big things than for small.

Needs activities which provide a feeling of success.

Likes to take products home to show parents.

Name is important; writes name on products.

Difficult to accept being ignored.

Wants to know "what" and "why" about a wide range of things.

Likes activity, becomes bored rather easily.

Basic Characteristics of a Child who has an Emotional Age of

A 7 Year Old

Is reaching out for independence; needs encouragement.

Is sensitive to praise and blame.

Is less boisterous and rebellious.

Has a sense of humor.

Reacts negatively to teasing.

Realizes being "bad" spoils things.

Directly accuses others.

Is developing sense of completion.

Is impatient in demands for help from teacher.

Brings fewer things from home.

Accumulates products in desk and takes home occasionally.

Ownership becomes important.

Tends to explore and try things.

Senses status with other peers.

An 8 Year Old

Has increasingly good judgment in what child is trying to do.

Time is important; can't wait for future events.

Likes to do things neatly but sometimes in too much of a hurry.

Likes to help teacher. Wants teacher to enjoy activity with child and have a turn.

Responds to humor in a problem situation.

May also respond to silence in a problem situation.

Has a keen realization of what is good and what is bad.

Gravitates to those of like interests.

Increases in mental and physical activities.

Develops interest in adult activities (games, sports, speech).

Learning Environment

Learning Environment

Personnel

In the learning environment of the school, the child encounters a variety of adults who vitally affect school experiences. Each contributes something to the child's development and is in some measure responsible for future success or failure. The total school staff, which includes teachers, principals, supervisors, aides and other support staff, through cooperative planning establish effective programs for young children. To the young child, the teacher is, undoubtedly, the most influential member of the educational team.

The Teacher

The teacher is a unique person in the life of each young child. To work well with young children, the teacher needs a warm, enthusiastic personality and good health. A sense of humor, patience, flexibility, acceptance of young children and recognition of the home-bond are essential characteristics of a kindergarten teacher.

The successful kindergarten teacher is one who is able to take into account the characteristics of young children including distractability, unexpected answers and misuse of words. Successful teachers are sensitive to individual needs and problems and make abundant use of common sense. Appropriate instructional goals are developed using plans which remain flexible as the teacher sees the potential for other learning opportunities not originally planned for. Lastly, the successful teacher of the young must be knowledgeable as they select content appropriate for particular children. Instruction corresponds to what children need and are ready to learn.[1]

In a professional capacity, the teacher should be certified according to state provisions. As professionals, teachers should be aware of their responsibilities to the children in their care, to the parents, administrators and members of the community with whom they work. The teacher should have skill in classroom management and be effective in the use of auxiliary personnel. Learning experiences should be planned, appropriate materials should be selected; and the program should be interpreted to others.

The Principal

The principals' leadership is essential in establishing kindergarten education of high quality. They not only appreciate the difference between kindergarten and first grade curriculum but help others to understand this difference. In implementing the program, principals offer assistance in these areas:

- give support to the teacher in developing an appropriate program for young children;
- make available suitable equipment, supplies and resources;
- make provision for time to allow the teacher to make home visits and hold parent conferences;
- ensure the integration of the kindergarten activities into the total school curriculum;
- understand the philosophy of early childhood education which enables interpretation of the objectives of kindergarten education to parents, other teachers and the community.

Classroom Support Personnel

Classroom aides and volunteers are becoming an important part of the instructional team. Trained aides in the classroom can be used to: (1) provide direct involvement with children, (2) assist teachers with planning, and (3) help make materials. Parent involvement, which can include interaction with children, should be encouraged.

A job description should be written for each instructional team member. *It must be emphasized that care be taken to avoid assigning the responsibility for introduction of new concepts to classroom support personnel.*

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[1]Dolores Durkin, *Getting Reading Started* (Boston: Allyn and Bacon, 1982), pp. 32-44.

Other Support Personnel

Since the child is affected by all the people in contact, those who work in school situations must relate well to young children. They should be actively involved in giving each child opportunities to insure a good beginning in education. All school personnel must remember that small children are very impressionable and will require special consideration to meet their specific needs.

Some of the other members on the school staff who are important to the kindergarten child are: administrators and supervisors, cafeteria manager and staff, social workers, custodial staff, librarians, secretaries, other teachers, and the school nurse. It is most important that these adults establish communication and build bridges of understanding and cooperation with one another. Where specialists in areas like art, music, or physical education are available, they should be incorporated into the kindergarten program.

Guidelines for Classroom Volunteers

1. There is only one rule that applies to all children all the time: treat each child as a very special human being.

2. Remember that all behavior is caused; there is a reason for the way each child acts. Behavior is a function of feelings.

3. Concentrate on learning the children's names as quickly as possible.

4. Whenever you can, make your name known to the children in a natural, casual manner.

5. Be as relaxed, as unhurried and at ease as possible. Remaining seated whenever possible makes the adults in the room less conspicuous, and being seated on a child's "eye level" makes you seem friendlier and more approachable.

6. Avoid qualitative praise such as "that is a good picture." A more appropriate comment would be, "I like it when you use yellow to make a circle" or "your picture makes me think of sunshine." Another comment is "tell me about your picture."

7. Feel free to talk with the children; this helps to indicate your interest in them. A quiet, pleasant, natural manner of speaking is most effective. It is important that we do not give children the feeling that we are "talking down" to them by using a "special" voice or vocabulary.

8. Be aware of the total group when working with an individual or small group. The behavior of your group has an influence on the total atmosphere of the room.

9. Use positive rather than negative statements.

10. Refrain from asking questions when you are giving commands (e.g. "Would you please stand up?" when you mean "It is now time to stand up."). Put your statements in question form only when you are giving a choice and you are willing to accept what the child chooses to do.

11. Children learn to talk by imitation of others; therefore, when talking with them you should use good English and refrain from slang expressions.

12. Avoid using comparison or competition among children as a means of motivation. These techniques cause negative feelings within children and hinder their relationships within the group.

13. A child needs to be prepared a few minutes early before a change in activity. Allow enough time for a child to complete an activity before suggesting another one.

14. In case of children in danger of hurting themselves or others, remain calm and composed in attending the emergency so as not to alarm the children.

15. Disapproval of children's actions can be shown when it is appropriate. It may be necessary to hold children's hands for a few seconds to prevent injury to another person, a toy may be removed if they forget the right way to use it, or they may need to be removed from the group until they remember to be more friendly or gentle in play with others. Control should be by substitution of desirable acitivites or by explanations except for the above emergencies.

16. Often difficulties can be overcome by a short conference in which you and the supervising teacher discuss the behavior of certain children, various ways of handling different situations, or other matters which you think will be of help to either students or children. Please feel free to call on the teacher whenever you wish such a conference.

17. If your own children are in the room, treat them as you do all the others, without an undue amount of attention.

Use of School Space

Classroom Arrangement

There is no single superior arrangement of a classroom. The learning environment should be considered a child's home while at school. The arrangement of equipment, furniture and furnishings should:

- be related to the developmental needs and the interests of the kindergarten-aged child;
- encourage effective interpersonal relationships;
- be flexible and modifiable;
- insure health and safety of individuals and groups;
- permit adequate visibility of all activities from any point in the classroom for both the children and the adults;
- provide areas where children may work or relax undisturbed;
- include a variety of learning centers with flexible materials.

Decisions about room arrangements in specific situations must be related to the facilities and space available.

The center of interest as an organizational pattern is one approach to be considered. These suggested centers give opportunities for various learning experiences. Kindergarten rooms should include as many of the following learning centers as feasible throughout the year:

Creative Arts Center
Books/Library Center
Music Center
Nature and Science Center
Family Life Center
Social Activities Center
Writing Center

Block Construction Center
Woodworking Center
Quiet Area
Math Center
Reading Center
Listening and Language Center
Gross Motor/Perception Center
(bean bag toss, balance beams and boards, stair steps)

Portable screens or other equipment may serve as dividers to readily create these centers. Leaving some floor space free is essential for activities such as story telling, games, seated groups or large muscle development activities.

Other School Space

The use of other school space should be considered important and used when possible and needed. It may be advisable to schedule recess at different times than other classes.

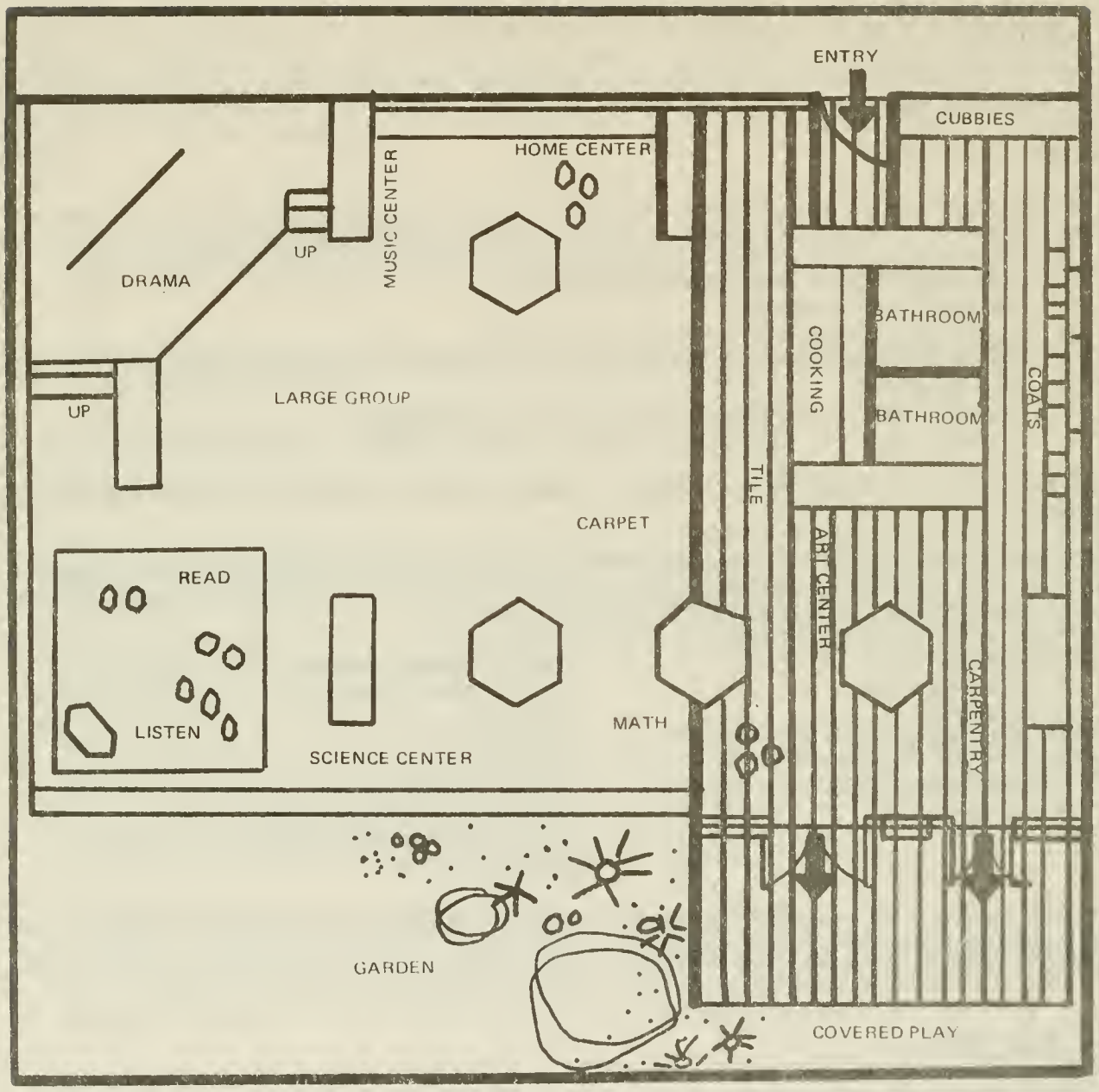
Library
Gym
Lunch Room or Kitchen

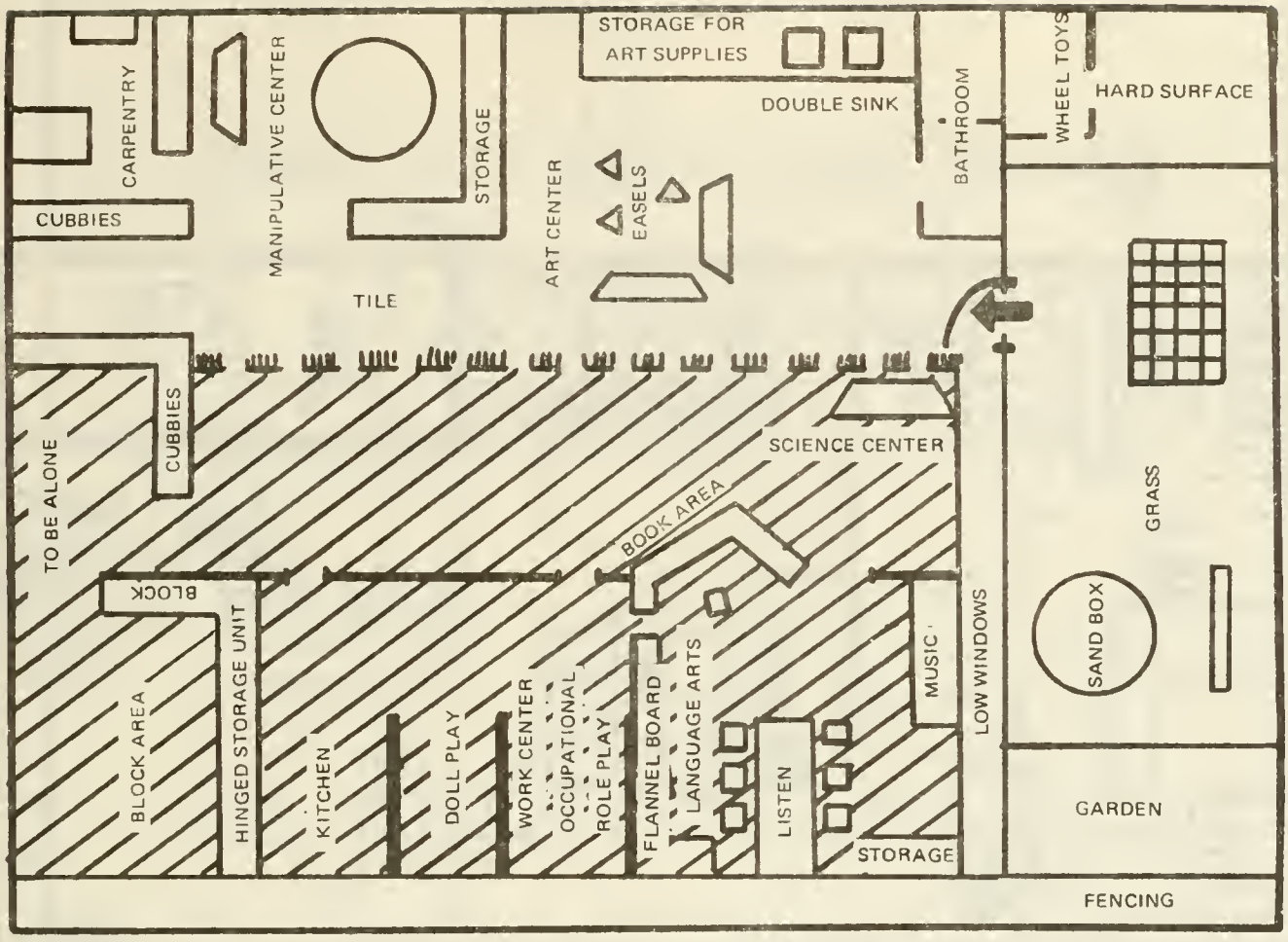
Music Room
Playground
Audiovisual Room

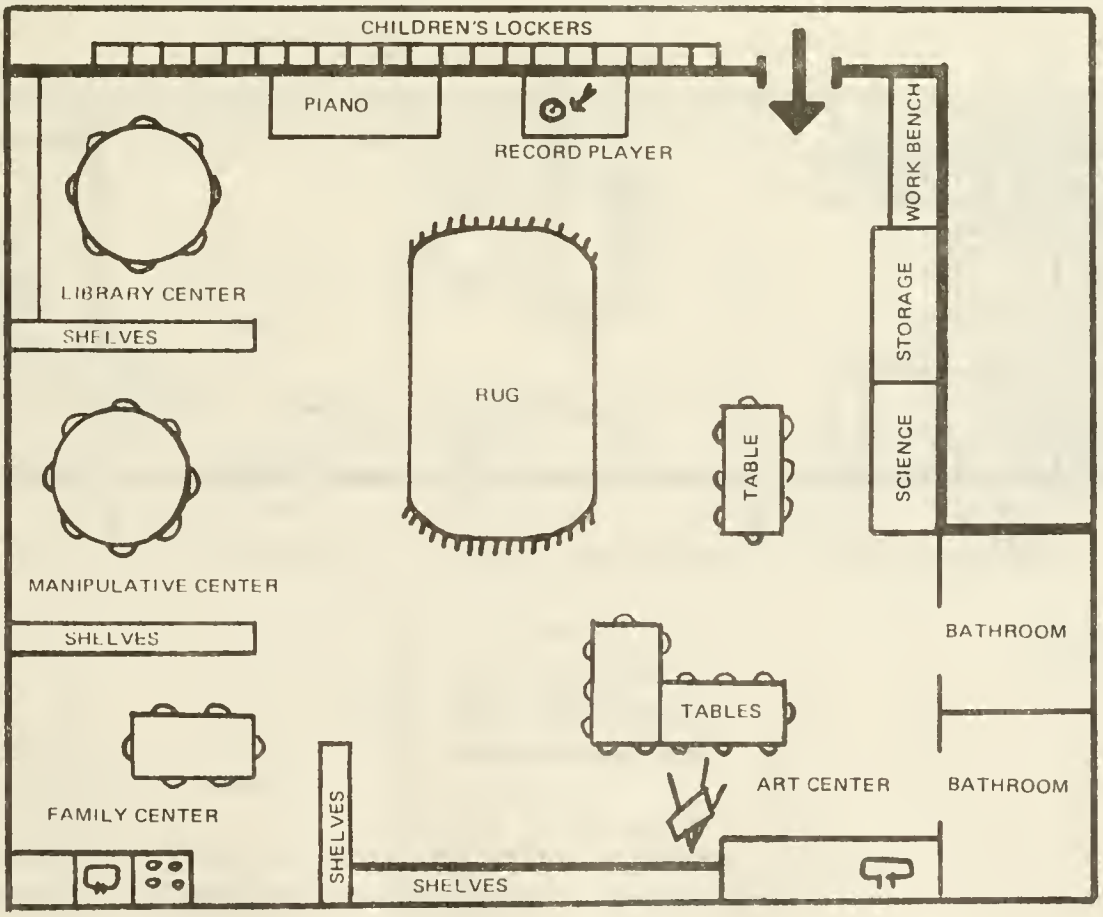
Adequate storage space should be provided in and out of the classroom as circumstances dictate.

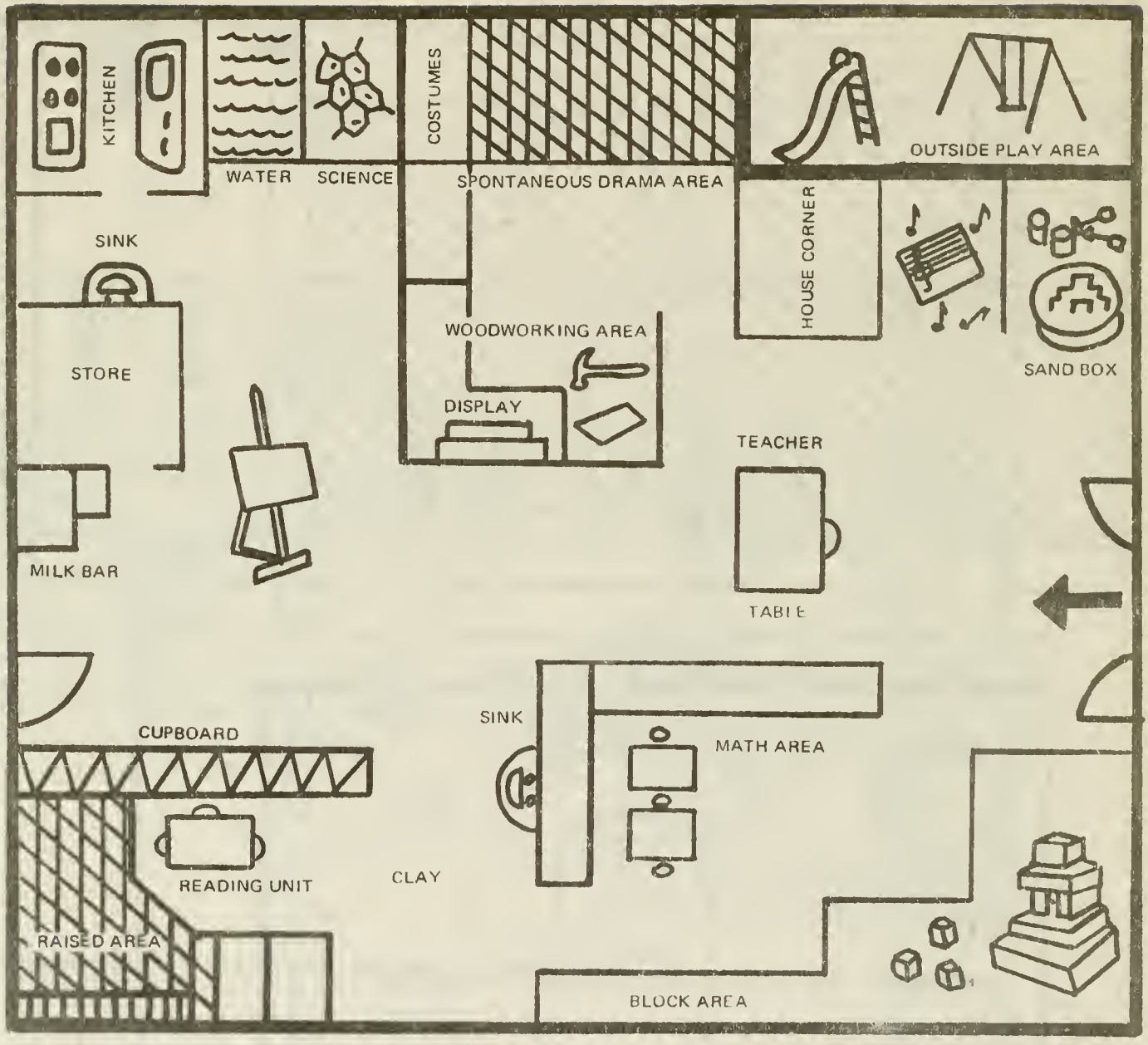
Suggested Room Arrangements

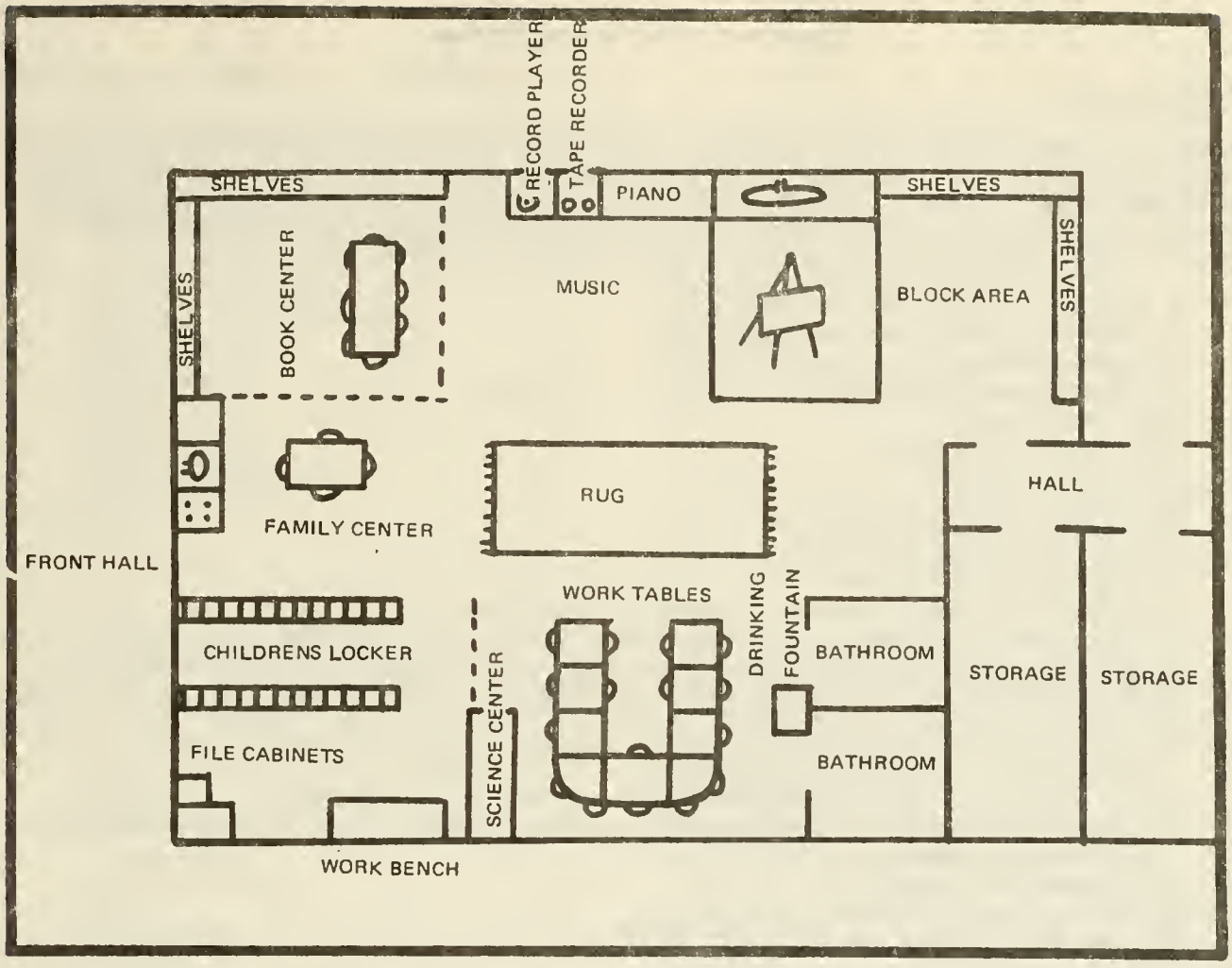
The diagrams which follow illustrate how the classroom might be arranged. These illustrations are provided to give some ideas to adapt and should not be considered as the only choices available.

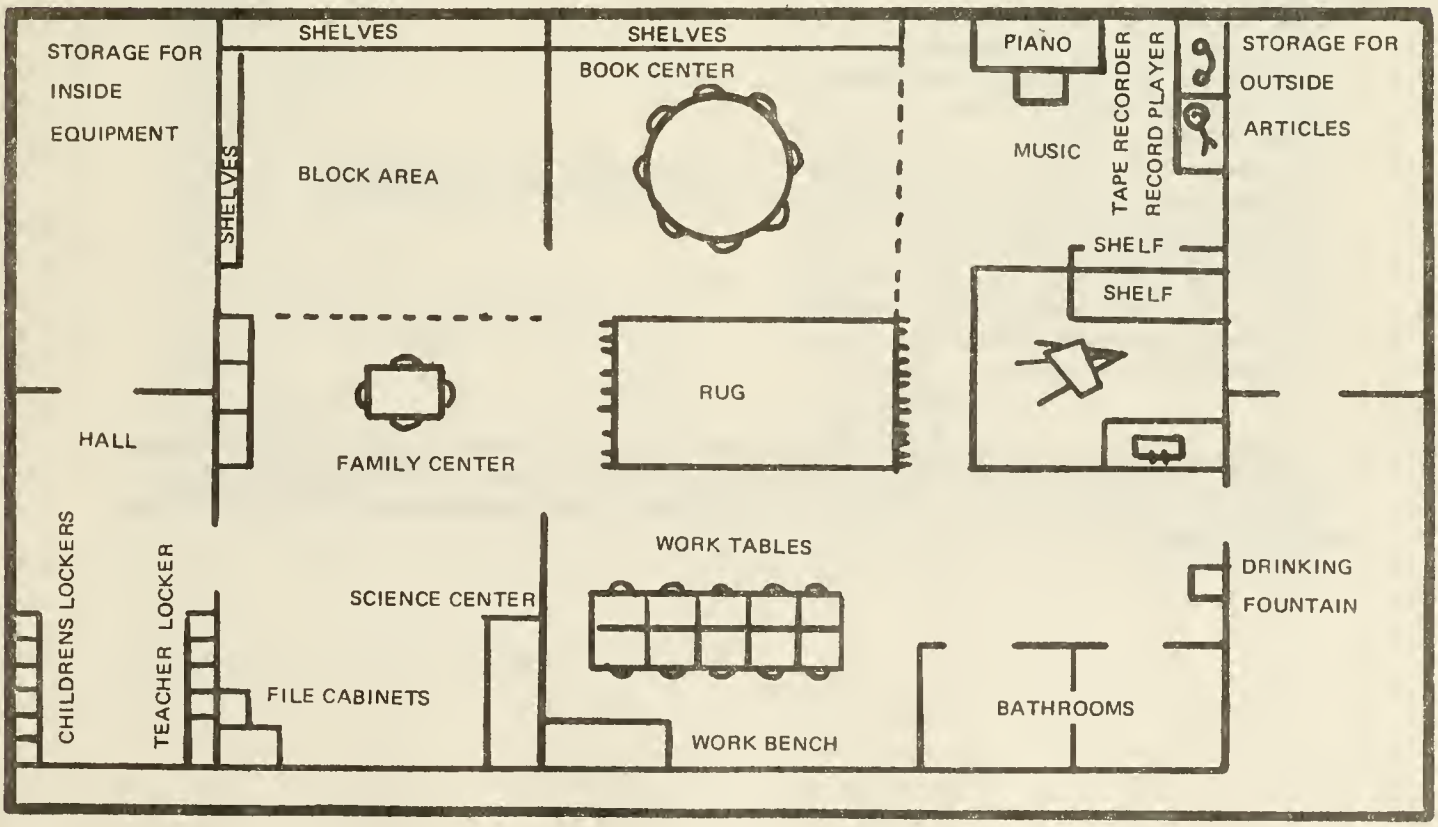

ENTRY
CUBBIES
HOME CENTER
MUSIC CENTER
DRAMA
UP
UP
LARGE GROUP
CARPET
COOKING
BATHROOM
BATHROOM
COATS
TILE
ART CENTER
CARPENTRY
READ
LISTEN
SCIENCE CENTER
MATH
GARDEN
COVERED PLAY


STORAGE FOR ART SUPPLIES
DOUBLE SINK
BATHROOM
WHEEL TOYS
HARD SURFACE
CARPENTRY
MANIPULATIVE CENTER
STORAGE
CUBBIES
ART CENTER
EASELS
TILE
CUBBIES
TO BE ALONE
SCIENCE CENTER
BOOK AREA
GRASS
BLOCK
BLOCK AREA
HINGED STORAGE UNIT
KITCHEN
DOLL PLAY
WORK CENTER
OCCUPATIONAL ROLE PLAY
FLANNEL BOARD
LANGUAGE ARTS
LISTEN
MUSIC
LOW WINDOWS
SAND BOX
STORAGE
GARDEN
FENCING


CHILDREN'S LOCKERS
PIANO
RECORD PLAYER
WORK BENCH
LIBRARY CENTER
SHELVES
RUG
STORAGE
TABLE
SCIENCE
MANIPULATIVE CENTER
SHELVES
BATHROOM
TABLES
FAMILY CENTER
ART CENTER
BATHROOM
SHELVES
SHELVES


KITCHEN
WATER
SCIENCE
COSTUMES
SPONTANEOUS DRAMA AREA
OUTSIDE PLAY AREA
HOUSE CORNER
SAND BOX
SINK
STORE
WOODWORKING AREA
DISPLAY
TEACHER
MILK BAR
TABLE
CUPBOARD
SINK
MATH AREA
READING UNIT
CLAY
RAISED AREA
BLOCK AREA


RECORD PLAYER
TAPE RECORDER
SHELVES
PIANO
SHELVES
SHELVES
BOOK CENTER
MUSIC
BLOCK AREA
SHELVES
HALL
RUG
FAMILY CENTER
FRONT HALL
WORK TABLES
DRINKING FOUNTAIN
CHILDRENS LOCKER
BATHROOM
STORAGE
STORAGE
SCIENCE CENTER
FILE CABINETS
BATHROOM
WORK BENCH


STORAGE FOR INSIDE EQUIPMENT
SHELVES
SHELVES
BOOK CENTER
PIANO
STORAGE FOR OUTSIDE ARTICLES
SHELVES
BLOCK AREA
MUSIC
TAPE RECORDER
RECORD PLAYER
SHELF
SHELF
HALL
RUG
FAMILY CENTER
CHILDRENS LOCKERS
TEACHER LOCKER
WORK TABLES
DRINKING FOUNTAIN
SCIENCE CENTER
FILE CABINETS
BATHROOMS
WORK BENCH

Basic Guidelines

It is a serious responsibility to choose equipment, materials and supplies. They are the tools by which the young child creates, experiments and learns. We must remember that every child will not respond to or profit from the same materials. Therefore, individual differences of children are respected when a variety and abundance of media are provided. As the person responsible for selecting equipment and materials for the kindergarten program, you may want to ask yourself these questions.

Is the material educationally valuable?
For what age levels is the item most suitable?
Is the size correct?
Is the form suitable for its use?
Is the color pleasing?
Is the surface easily cleaned?
Is the surface durable?
Is the article strong enough?
Are edges rounded and not sharp?
Is the paint non-poisonous?
Is the article non-flammable?
Will the article withstand weather conditions and hard usage?
Can the article be used for more than one purpose, by more than one child?
Can a comparable substitute be supplied in any other way or must the article be purchased?
Does the price compare favorably to similar articles by other manufacturers?
Is this item appropriate for school use?
Does the article stimulate in children curiosity, interest, manipulation, initiative, resourcefulness, problem solving, imagination and creativity?
Does it develop muscles, coordination, freedom of movement, manual skills?
Does it promote growth toward independence, exploration, group activity, social relationships and international relationships?
Are the materials versatile?
Can children use the materials independently?
Are some parts so small they can be lost easily?

Further questions for consideration in selection of materials and equipment are:

Does it provide for:
—safety and physical well being;
—stimulation of large muscle activity;
—cooperative play, social give and take;
—expression of ideas and feelings;
—quiet and noisy activity;
—development of independence, self-reliance, initiative;
—problem solving, intellectual stimulation, discovery, categorization and seriation;
—aesthetic growth, cultural understanding;—
—experimentation and creativity;
—enjoyment of literature, poetry and the arts;
—skills which are challenging but obtainable;
—a variety of purposes, stimuli and uses;
—development of language.

The following pages suggest materials and equipment to be considered for curricular areas. This list is extensive but meant only to stimulate the thought of items to be considered. Some items are essential for a basic program. It is suggested that the instructional team choose the items which best fit the program.

Materials and Equipment for the Classroom

Classroom equipment should be colorful, adjustable, lightweight, durable, flexible and safe to meet physical and health needs of children.

- *Tables (children's)
  - Rectangular 24" x 48", 30" x 60"
  - Trapezoidal 30" x 30" x 60"
  - Round 48" diameter
- *Chairs (varying child sizes)
- *Toilets (child size)
- *Wastebaskets
- *Bulletin boards and bulleting strips (child's level)
- *Pencil sharpener
- *Drinking fountain
- *Sink
- Teacher's desk
- Teacher's chair for desk
- Loop-film projector and loops
- Shelves and tables for display area
- File cabinet
- Art picture cabinet
- Cupboards (closed cupboards, open cupboards—children's level)

Materials and Equipment for the Creative Arts

Materials should be provided in the kindergarten so that the child will have the opportunity to make choices and the freedom to express ideas through a variety of media.

- *Easels—wood or aluminum (check to see if sturdy)
- *Paper
  - *construction,
  - tissue and crepe,
  - manila
  - *fingerpaint
  - *newsprint
  - wrapping paper (roll)
  - tag board
- *Brushes
- *Paste
  - *white paste
  - all purpose glue
  - *wheat paste
  - rubber base glue
- *Scissors, blunt-edged, both left and right handed, sharp, pointed
- *Clay
  - *natural moist clay
  - *other modeling materials
  - Mexican pottery clay (free from lead)
- *Crayons (large waxed ones, craypas)
- *Paint
  - liquid tempera
  - *fingerpaint
  - *powdered tempera
  - water colors
- *Stapler and staples
- *Rubber bands
- Scrap materials
  - paper scraps
  - cloth and ribbon
  - burlap
  - string
  - newspaper
  - wall paper
- Block printing materials
- *Rack for drying children's paintings
- Chalk—pastels, charcoal
- Magic Marker, water soluble
- Miscellaneous
  - tissues
  - cotton
  - pipe cleaners
  - wax paper
  - cotton yarn
  - cellulose tape
  - buttons
  - glitter
  - pins
  - aluminum foil
  - masking tape
  - weaving loops
  - natural materials

Materials for protecting and cleaning are smocks or aprons, brooms, pail, fixative, sponges, dustpans.

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*Basic materials for a new program.

Materials and Equipment for the Audiovisual Center

The equipment suggested below provides opportunity for various activities that enlarge the child's experience in all areas of the curriculum.

- *Record player and records (see music)
- *Tape recorder or cassettes and tapes
- Filmstrip projector and filmstrips
- Overhead projector
  - transparent acetate
  - pencil
- View Master
- Television
- *Earphones/listening center
- Slide projector and slides
- Screen
- Posters and picture file
- Single loop film projector, single loop films
- Cameras and film

Materials and Equipment for the Library Center

The library center is usually located in a quiet section of the kindergarten with books on low open shelves where children can select their own materials. In the center will be a wide range of books varying in type and content appropriate to the children in the class and various audiovisual materials.

- *Books
- Chairs
  - comfortable chairs
  - rocking chairs
  - pillows
- View Master
- Table
- *Shelving (stationary and portable)
- *Tape recorder
- Tapes, recordings
- *Listening center/earphones

Materials and Equipment for the Blocks and Building Block Center

Blockbuilding affords children opportunity for construction and dramatic play. To receive the greatest enjoyment and benefit from this activity there must be an adequate supply of blocks, floor space and storage area available.

- Hollow blocks
  - wood
  - heavy duty corrugated
- *Unit blocks (an essential item)
- Large floor blocks
- Table blocks
- Boards
- *Shelving for block storage

Block Building Accessories for Imaginative Play

- *Transportation vehicles
  (wooden, assorted sizes)
  - boats
  - wagons
  - bus
  - traffic signs
  - trains
  - cars
  - trucks
  - airplanes
- Animals
  - farm animals
  - wild animals
- Play people
  - the family
  - community workers
- Community buildings
  - farm buildings
  - garage and gas pump
  - fire house
  - houses
  - stores
  - post office

Materials and Equipment for the Dramatic or Imaginative Play Center

Provision should be made for dramatic play areas which may be changed at various times during the year, such as playhouse, supermarket, spaceship, doctor's or dentist's office, post office, farm, ranch or bank.

The following basic materials are suggested for the dramatic play area. Other materials and props will be added as needed for special areas of interest.

*Stove
Refrigerator
Iron
Ironing board
*Cutlery
*Pots and pans
*Beds
Doll carriage
*Telephones
High chair
Wagons
Puppets
Steering wheels
Brief cases
Dials
Sink
*Cupboard
*Table and chairs
*Dishes
Broom and dustpan
*Plastic foods
Chest of drawers
Wall partitions
Clothes basket
Rocking chair
Desk
Stuffed animals
Lunch boxes
Cameras
Blocks and shelves
*Dolls (baby boy and girl, ethnic)
Clock
*Mirror (full length)
Shaving equipment
Doctor and nurse kits
Clothes
  doll clothes, dress up clothes (men and women), hats
Tools

Materials and Equipment for Gross/Fine Motor Activities Center (separate centers may be developed for each)

Many opportunities should be provided for children to find new ways to use their bodies as through the use of climbing equipment to aid muscular development and provide coordination. Indoor and outdoor equipment should be safe and sturdy. Materials may be used individually or several can combine as an obstacle course activity.

Jungle gym
Balance beams and boards
Old tires
Snow play (sleds, skates, plastic toboggan)
Tunnel (sewer pipes of various sizes)
Wooden saw horses
Logs
Water table
Auto steering wheel
*Bean bags
Punching bag
Rocking boat
*Assorted ropes
Legos
Bristle blocks
Hoops
Walking board
*Rubber balls
Cleated boards
Climbing ladder
Horizontal bars
Mats
Sand box
Sand box accessories (pails, spoons, sifter set, shovels, sand cans, molds)
Wheeled toys (scooters, wagons, wheelbarrow tricycles, mor-pla buses
Lincoln logs
Crystal climbers
Mini-kennectos
Gerellos (plastic gears)
Lacing and sewing cards
Weaving cards
Tinker toys
Erector sets

Through the use of a variety of concrete materials, opportunities for classification, forming judgment and seeing relationships are provided. As children explore and experiment, they also become familiar with the meaning and use of symbolic media, enabling them to strengthen and expand cognitive learning.

Materials and Equipment for the Manipulative Math Center

- Puzzles
- *Beads and laces
- Peg boards
- Small parquetry with cards
- *Colored inch cubes with cards
- Games
  - *dominoes—numerals (large)
  - playing cards
- Flannel boards
  - *felt cutouts (community and family, domestic and zoo animals, transportation, numerals and letters, geometrics)
- Cuisinaire rods
- Chart stand and chart table
- Scrap objects for counting
- Geoboards and colored rubber bands
- Dice
- Attribute blocks
- Pattern learning forms (set of 8 metal cutouts)
- Design cubes
- Number sorter (color-keyed wooden pegs in sequence of groups from 1-5)
- Nesting boxes
- Jumbo demonstration counting frame
- Magnetic basis form board (11 forms, board 14'' x 20'')
- *Peg number (10'' high rubber numbers from 0-9)
- Sequence counter
- Balance scale
- *Unifix cubes
- Pattern blocks

Materials and Equipment for the Reading Center

- Recorder, headphones, taped stories
- Puzzles
  - wood puzzles (8-20 pieces)
  - pattern play
  - puzzle rack
  - match mates (number puzzles interlocking pieces)
  - floor puzzle
- Flannel board, felt cutouts (community and family, domestic and zoo animals, transportation, numerals and letters, geometrics, pictures)
- Color cone
- Perception puzzles
- See-quees (story sequence puzzle)
- Kinesthetic alphabet (large ½'' thick and 4'' plywood, styrene storage box for alphabet
- Chutes and Ladders
- Candy Land
- Books
- Matchettes (10 inlay boards for identifying and matching)
- Matching games
  - *Lotto (object puzzle)
  - Dominoes (match objects)
- Chart stand and chart tablet
- Go-together cards (match bottoms to tops)
- Dominoes, pictures (large)
  - Color matchettes
  - Card association
- ''What Goes with That'' (card association—birds/nest, nails/hammer)
- Story sets (made of wood 1/10'' thick, stand on own base)
  - Three Bears
  - Three Little Pigs
- Miniature stamps
- Clock stamps
- Coin stamps
- Rubber stamps and pads

Materials and Equipment for the Writing Center

- Pencils (several sizes and colors)
- Pens (several sizes and colors)
- Magic Markers
- Scissors
- Lined and unlined paper (assorted sizes, colors)
- Envelopes (used ones work fine)
- Old phone books
- Old catalogs
- Scotch tape
- Masking tape
- Dictionaries (pictionaries)
- Alphabet cards
- Typewriter
- Stencils (outline and regular)
- Letters with texture
- Letter matching games
- Old magazines
- Tape recorder

Materials and Equipment of the Music Center

Rich and meaningful musical and rhythmic experiences can be provided through instruments of good quality, good music to hear, songs to sing and opportunities to create, with ample space in which to move about during rhythmic activity.

Rhythm Instruments
- Tambourines
- Cymbals
- Tone blocks with beater
- Tom-toms
- Rhythm sticks
- Sand blocks
- Maracas
- Triangles
- Drums
- Bells
- Castanets

Audio Materials
- *Phonograph
- *Earphones/listening center
- *Tape recorder and tapes
- *Records (appropriate for kindergarten)

Melody/Harmony Instruments
- Piano
- Resonator
- Autoharp
- Other simple instruments

Materials and Equipment for the Woodworking Center

Tools for woodworking should be authentic, sturdy, in good condition and used with care. Tools must NOT be toy-type.

- *Workbench
- *Wood (soft non-splintering in various shapes and sizes, mill ends, dowelings)
- Wheels (1'' thickness; 3'', 4'' or 5'' diameter)
- Aprons
- Paint
  - water base
  - latex
  - house paint
  - spray varnish
- Sandpaper (various coarseness)
- Level
- *Storage space for wood and tools
- *Tools
  - hammer
  - saws (12'' and 14'')
  - screwdriver
  - vises
  - brace and bit
  - clamps
  - miter box
  - plane
  - nails (variety)
- Brushes (for paint)
- Pegboard for hanging tools
- Measuring tools
- Tree stumps (nail pounding) about 8'' high

Materials and Equipment for the Science Center

Materials in this center relate to biological, physical and earth science and may be from a variety of sources such as natural, commerical and found materials.

When children manipulate materials of these kinds, they are stimulated to ask questions and make further observations.

Since kindergarten children learn best through direct experience, science materials should be displayed on shelves, tables and open cupboards so that children can observe and manipulate the materials and equipment.

*Long bar magnets
*U-shaped magnet
*Iron filings
*Thermometer
*Globe
Compass
Pendulum
Magnifying glass
Microscope
Tuning forks
Gears
Ant farm
Incubator
"Fix-it" and "Try-it" materials
  clocks
  locks
  wires
  screws
  wheels
  pulleys
  nails
  switches
Rock collection
Shell collection
Bird feeder
Balloons
Prisms
Inclined Plane
People pieces
Mirror cards
Attribute blocks
Insect collection (made by children)
Color paddles
Maps
Weather vane
Rain gauge
Bolts and nuts
Aquariums and terrariums
Flower pots, soil and seeds
Animal cages (large and small)
Animals
  fish
  snails
  chickens
  turtles
  white mice
  gerbils
  rabbits
  guinea pigs
  hamsters
  birds
  hermit crabs
Materials to identify (taste, sound, color)
Pictures, filmstrips and books relevant to science studies
Gears – plastic

Materials and Equipment for the Cooking Center

*Hot plate
Electric frying pan (deep)
*Pots and pans
Pitchers
Measuring devices
Peelers
Graters
Bowls
Cookie sheets
Food mill
Cutting board
Knives
Wooden spoons

These examples of time scheduling for kindergarten are suggested plans which are here for your consideration. There is no specific schedule which would meet the needs of all situations. Schedules should be adjusted to the particular needs in a given area, keeping in mind the following points:

- There should be a balance of quiet and active periods.
- There should be a balance of large group, small group and individual activities.
- Formal periods should be short in duration to accommodate attention spans at the beginning of the year, but lengthened throughout the year.
- There should be an easy transition from one activity to another with time enough allowed so that children are not rushed.
- The children must be supervised at ALL times.
- Routines should be established to give the children a sense of security, yet flexible enough to allow for change when necessary.
- Some activities may be initiated by children or adults.
- The schedule should consider time for:
  - —greetings and conversations;
  - —attendance and miscellaneous daily business (date, weather, news, etc.)
  - —work period (individual and small groups at learning centers);
  - —group activities (stories, music, films, academic lessons);
  - —clean up;
  - —outdoor activities;
  - —toileting;
  - —closing circle (evaluation, planning, experience story summarizing the day, notes to go home, dressing and dismissal).

On the following pages appear suggested scheduling for periods of:

- two and a half hours,
- three hours,
- all day. A variance is required from the Office of Public Instruction for districts that operate an all-day session.

2½-Hour Session

9:00-10:00	Activity-work period
10:00-10:10	Clean-up, evaluation and planning
10:10-10:30	Toileting, looking at books, and snack
10:30-11:00	Music and creative rhythm story and poetry
11:00-11:25	Outdoor time
11:30	Dismissal

2½-Hour Session

1:00-1:30	Outdoor learning time
1:30-2:00	Circle time (conversation as a group) May be shorter depending on many variables.
2:00-3:00	Work time (varies)
3:00-3:15	Story and/or music time
3:15-3:20	Snack
3:20-3:30	Rest (It is still mid-afternoon. This phases out by spring.)

2½-Hour Session

9:00- 9:15	Circle time (attendance, calendars, announcements)
9:15- 9:30	Show and tell (MWF); Music (TTh)
9:30-10:30	Learning centers
10:30-10:40	Clean-up time
10:40-11:00	Toilet, snack, read a story
11:00-11:20	Outdoor time
11:20-11:30	Ready to leave

3-Hour Session

8:30- 8:45	Attendance, calendar, weather
8:45- 9:00	Show and tell
9:00-10:00	Learning centers and academic teaching
10:00-10:15	Snack, milk
10:15-10:30	Recess
10:30-11:00	Music, art
11:00-11:15	Storytime
11:15-11:30	Prepare for home

3-Hour Session

Morning		*Afternoon*
9:00-9:10	Opening	12:30-12:40
9:10-10:15	Work time	12:30- 1:35
10:15-10:30	Outdoor time Bathroom	1:35- 2:00
10:30-10:50	Snacks	2:00- 2:20
10:50-11:15	Rest time	2:20- 2:45
11:15-11:40	Group activities	2:45- 3:10
11:40-12:00	Story time Lunch or dismissal	3:10- 3:30

3-Hour Session

Morning		*Afternoon*
9:00- 9:30	Opening Conversation, sharing, singing and planning	12:30- 1:00
9:30-10:00	Work period Free choice, construction, arts, crafts	1:00- 1:30
10:00-11:00	Health period Indoor-outdoor time, lavatory, lunch and rest	1:30- 2:00
11:00-11:30	Group experience Music, stories, natural and social sciences	2:00- 2:30
11:30-11:50	Free choice activity	2:30- 2:50
11:50-12:00	Evaluation Conversation, plans for tomorrow, prepare for dismissal or lunch	2:50- 3:00

All-Day Session

8:45-9:00	Attendance, calendar, weather, introduction of new activities
9:00- 9:20	Show and tell
9:20-10:30	Learning centers; grouping to teach skills
10:30-10:40	Clean-up
10:40-11:00	Toilet, snack, read a story
11:00-11:20	Outdoor time
11:20-11:50	Music, physical education
11:50-12:00	Get ready for lunch
12:00- 1:00	Lunch, rest, outdoor time
1:00- 1:20	Creative dramatics
1:20- 2:20	Learning centers
2:20- 2:30	Clean-up
2:30- 2:45	Share children's work, get ready to leave
2:45	Dismissal

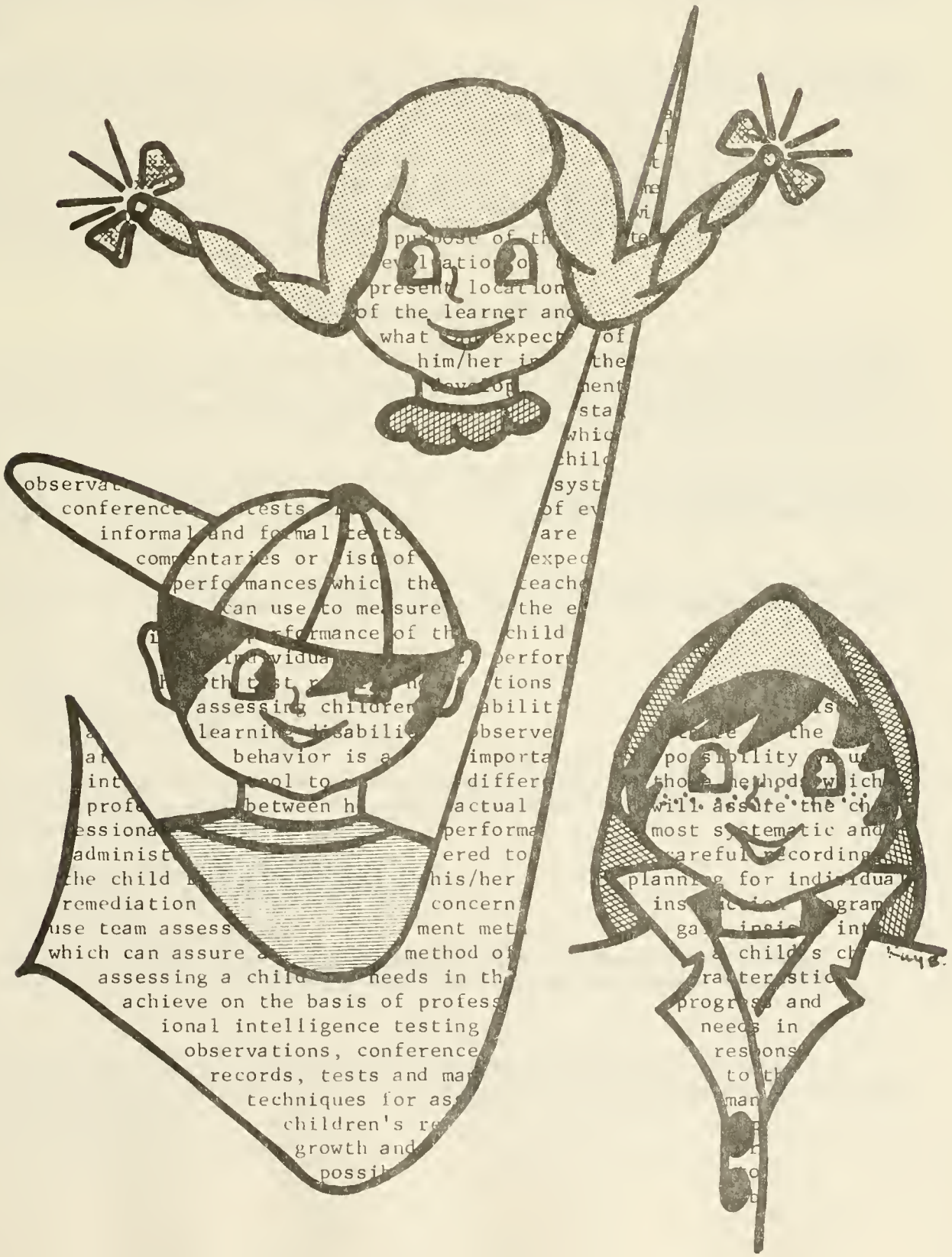
All-Day Session

8:30- 9:45	Activity period or work period, fruit juice, clean-up
9:45-10:00	Group meetings, sharing period, planning
10:00-10:40	Snack
10:40-11:00	Music, creative rhythm, or creative dramatics
11:00-12:00	Outdoor time
12:00- 1:30	Lunch, rest or sleep on cots
1:30- 2:00	Individual quiet activities or small group story as children awaken
2:00- 2:30	Creative rhythms, games, story
2:30- 3:00	Outdoor play
3:00- 3:30	Dismissal

Some districts with transportation problems may have an all-day session. Extended outdoor play, lunch and snacks, and an adequate rest period are important features of the longer day.

School districts which operate kindergarten programs which vary from the standard two-hour session for 180 days must obtain a variance from the Office of Public Instruction.

Insuring Learner Success



The curriculum for kindergartens is based upon the particular needs of young children. Included are math, reading, science, social studies, health and physical education. Problem solving, creativity, originality and scientific objectivity are reflected in the curriculum. The emphasis is upon helping children learn how to learn rather than upon rote learning. Children are taught as much as they are ready to learn.

The kindergarten curriculum is not just a year of socialization nor solely a year of preparation for first grade. It is a total experience in which the children learn academics as well as social responsibilities. Many opportunities are offered for children to see, do and explore within a curriculum based upon their special interests, abilities and needs. Manipulative materials and learning centers are essential ingredients in the program.

Play is of particular importance in the kindergarten curriculum. As children engage in play activities they build vocabularies, plan, investigate, solve problems and learn to get along with others. Play is a child's work and the means through which the child learns to make sense of the world.

Reading, writing and arithmetic are a part of the kindergarten curriculum. They are taught in an informal manner which meets the needs of the young child. Children are read to daily and given time to browse through books. Experiences are discussed and shared. Stories based upon their language are written and read. Themes incorporating many subjects are integrated into the kindergarten program in an attempt to meet the educational challenges faced by our contemporary society.

Reading in the Kindergarten Program

Helping children respond to the pleasure of books is essential in developing future readers. However, many young children are being pressured to read through formalized reading programs in kindergarten primarily utilizing workbooks and ditto sheets which stress phonics. Phonics is only one way to teach reading, just as workbooks and ditto sheets are only one of the resources available to teachers.

The pressures experienced by kindergarten children are expressed in verbal and nonverbal ways. Many children who once loved being read to are beginning to view reading as uninteresting, frustrating and something to be avoided. Thus the current concern is for ways to introduce reading which will excite children to learn to read.

According to Durkin's[1] research with children who learned to read at home prior to entering school, a language experience approach should be used in teaching young children to read. Such an approach includes:

- —a literate environment,
- —adult models who read,
- —discussion of interesting experiences,
- —availability of materials for writing,
- —positive contacts with books and reading.

Within such a program children enjoyed becoming readers and writers. Durkin suggests that "no school should have reading in the kindergarten unless and until the kindergarten teacher is fully prepared to teach it in ways that are appropriate for five-year-olds."

To teach reading in kindergarten, one must:

- —answer questions about words and letters,
- —read to children,
- —use writing whenever possible,
- —arouse children's interest in things around them to build a background of experiences,
- —chart events and stories to point out that printed words and sentences convey ideas.[2]

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[1]Dolores Durkin, *Getting Reading Started,* (Boston: Allyn and Bacon, Inc., 1982), pp. 2-4.
[2]Ruth Lowes, "Do We Teach Reading in the Kindergarten?" *Young Children,* Vol. 30, No. 5 (July, 1975), pp. 328-331.

Reading includes the need to have children develop their vocabularies, analyze words and word parts, comprehend syntactical structure and be aware of how a sentence is put together. A reservoir of words for easy recall is also needed. Opportunities to master these skills comes throughout the day during planned and spontaneous activities. A continual effort must be made by the teacher to observe what each student is doing as they speak or read so that the ability to read can be developed to its fullest within the kindergarten program.[1]

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[1]Edyth Margolin. *Teaching Young Children at School and Home,* (New York: MacMillan Pub. Co., 1982), p. 194.

Information Assessment of Reading Readiness

Readiness is a gradual development from nonreading to beginning reading. The following checklist may be used to assist the teacher or parents in judging a child's readiness for reading, and develop an appropriate reading curriculum that meets the individual needs of each child.

	Usually	Sometimes	Never
I. Oral Language			
A. Expresses self effectively	_____	_____	_____
B. Uses a wide vocabulary	_____	_____	_____
C. Makes up stories about pictures	_____	_____	_____
D. Retells stories in correct sequence	_____	_____	_____
E. Predicts outcomes in stories	_____	_____	_____
F. Recites poems or rhymes	_____	_____	_____
II. Listening			
A. Follows simple directions	_____	_____	_____
B. Interested in listening to stories	_____	_____	_____
C. Recalls a simple sequence of events	_____	_____	_____
III. Experiential Background			
A. Describe trips they have made	_____	_____	_____
B. Uses words with understanding	_____	_____	_____
C. Understands concepts presented in class	_____	_____	_____
IV. Auditory Discrimination			
A. Hears differences in words (same/different)	_____	_____	_____
B. Repeats sounds at beginning and end of words	_____	_____	_____
C. Discerns rhyming from non-rhyming words	_____	_____	_____
V. Visual Discrimination			
A. Recognizes sizes (big/little, tall/short)	_____	_____	_____
B. Recognizes shapes (square, round, rectangle, triangle)	_____	_____	_____
C. Matches objects by shape, color, size, smell, texture, etc.	_____	_____	_____
D. Matches identical letters	_____	_____	_____
E. Matches identical words	_____	_____	_____
F. Reads own name	_____	_____	_____
G. Recognizes some words at sight	_____	_____	_____
H. Recognizes letter of alphabet (note which ones)	_____	_____	_____
VI. Perceptual-Motor Skills			
A. Distinguishes top from bottom on a page	_____	_____	_____
B. Follows left-to-right progression on a page	_____	_____	_____
VII. Interest			
A. Enjoys being read to	_____	_____	_____
B. Curious about words and letters	_____	_____	_____
C. Wants to learn to read	_____	_____	_____

Early Identification

A word of caution regarding the child who is not learning successfully is appropriate.

The teacher needs to look at a child and be aware:

- —that each child has the ability to learn;
- —that the teacher has the responsibility to provide an environment that will allow children to learn in their own way and at their own pace;
- —that each child grows at a different rate;
- —that each child has preferred learning modes (visual, auditory, kinesthetic) which the teacher must consider;
- —that parents can provide valuable information to help the teacher understand the child's needs.

Materials and techniques usually used within the classroom may not be effective or appropriate for a particular child. Instructional alternatives must be provided which are supportive to the child as a worthy human being.

If the teacher has a child who is having extreme problems in any area, the teacher may wish to ask for special help from the district or the teacher may obtain information from other sources such as the county superintendent, colleges and universities or the Office of Public Instruction.

Evaluation

The purpose of evaluation is to determine whether or not what is expected to occur in the child's behavior has occurred or is occurring. Like a map, evaluation can point out the present location of the learner, while keeping the destination in sight. Through evaluation the teacher discovers the needs of each child and plans his/her learning experiences accordingly. The purpose is to aid, not label the child.

Since no one method of evaluation can give a complete assessment of a child's needs, it is necessary to use a variety of approaches which supplement each other. The following informal techniques are suggested as possible ways to evaluate the progress of kindergarten children.

Screening: Screening should assess vision, hearing, speech and language development, and motor development. Any pre-school screening information available should be given to the kindergarten teacher. The information should be kept in the child's permanent file for at least one year.

Observations: By observing what children say and do and how they look and respond, a teacher can gain insight into their physical condition and development, their feelings about themselves and others, their social adjustment, and their intellectual progress. Recording of objective observations over a period of time, using anecdotal commentaries or a checklist of expected performance items from this handbook or other sources is needed to develop a total picture of individual children. The use of these techniques makes possible the systematic recording of children's behavior needed for planning an individualized instruction program.

Conferences: Conferences between teachers and children, between staff members and parents, and between teachers and other staff members enable the teacher to gain insight into children's characteristics, progress and needs.

Records: Health records and portfolios containing samples of children's work are useful evaluation references. Cumulative records of personal and health data, test results, and notations from observations are needed for long-range planning.

Tests: At times, informal or formal tests can be used in conjunction with other evaluation techniques for assessing children's growth and for identifying their needs. Since many types of tests are not appropriate for young children, they must be carefully constructed or selected so that they will measure children's progress toward pre-established goals. When using the tests with individual children, it is important to interpret the results in the context of other evidences derived from observation, conferences and records. It cannot be stressed too much that informal teacher-made tests are often useful. However, at times standardized tests are needed. These have been given to various groups of students under standardized conditions, and norms have been established which are used in assessing student performance.

The following tests have been found suitable for kindergarten use. Others, not listed here, may be of comparable value.

ABC Inventory to Determine Kindergarten and School Readiness. Norman Adair and George Blesch. Research Concepts, a Division of Test Makers, Inc., 1368 East Airport Road, Muskegan, MI 49444. Used to identify children who are immature for a standard school program.

Basic Concepts Inventory. Siegfried Englemann. Follett Publishing Co., Chicago, 1968. A criterion-referenced test for the Bereiter-Engelmann language program which can be used for other programs. Individually administered. Intended for culturally disadvantaged pre-school and kindergarten children. Taps a series of concepts basic for performing successfully in first grade situations.

Comprehensive Identification Process, Scholastic Testing Service, In., 480 Meyer Rd., Bensenville, IL 60106. Individually administered. Evaluates pre-school children who are mildly or moderately handicapped.

Gates-MacGinitie Reading Test—Readiness Skills, Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027. A standardized reading readiness group test. Subtests include listening, comprehension, following directions, letter recognition, visual-motor coordination, auditory and visual discrimination, auditory blending, and word recognition.

Gesell Developmental Examination. Harper and Row, Inc., 10 E. 53rd St., New York, NY 10022. A behavior test used at the Gesell Institute. Individually administered.

Inventory of Developmental Tasks. Russell Howard. Georgetown Educational Reproductions, P.O. Box 143, Georgetown, CA 95634. An observation guide.

Illinois Test of Psycholinguistic Processes. University of Illinois Press, Urbana, IL, 1970. Assesses 12 aspects of psycholinguistic functioning in children two to ten. Individually administered. Special training is required for its use.

Kindergarten Evaluation of Learning Potential, a Curricular Approach to Evaluation. John A.R. Wilson and Mildred C. Roebeck. Webster Division, McGraw-Hill Book Co., St. Louis, MO. An observation guide for children performing manipulative games during activity periods. Predicts school success based upon the learning performance in KELP items presented throughout the kindergarten year.

Learning Accomplishment Profile-Diagnostic Screening Edition. Betty W. Bright, Melton C. Martinson and Robert Covert, Kaplan Press, P.O. Box 5128, Winston-Salem, NC 27103. A 15-minute standarized screen for five-year-olds, may be administered to two children at one time; used with normal and handicapped children.

Lee-Clark Reading Readiness Test. California Test Bureau, DelMonte Research Park, Monterey, CA 93940. Group test. Subtests include letter matching, following directions, word meaning, and visual discrimination. Valuable for evaluating reading readiness.

Metropolitan Readiness Tests. Harcourt, Brace, and World, 757 Third Ave., New York, NY 10017. Group tests. Six batteries. Subtests include word meaning, listening, alphabet, numbers, and copying matching designs and letters.

Peabody Picture Vocabulary Test. American Guidance Service, Inc., Publishers Building, Circle Pines, MN 55014. Yields a "verbal intelligence" score through measuring hearing vocabulary. Individually administered.

Perceptual Forms Test. Winter Haven Lions Research Foundation, P.O. Box 1045, Winter Haven, FL. Test and home manual for perceptual development. Intended to discover the child who lacks that degree of hand-eye coordination considered requisite for beginning school tasks.

Pre-Reading Inventory of Skills Basic to Beginning Reading. Paul McKee, M. Lucille Harrison, James B. Stroud. Houghton Mifflin Co., Palo Alto, CA. Group test.

Preschool Inventory. Betty Caldwell. Educational Testing Service, Princeton, NJ, 1967. Designed in relation to Head Start. Individually administered.

Stanford Readiness Test. Harcourt, Brace and World, Inc., 757 Third Avenue, New York, NY. Group test.

SAMPLE REPORT CARD

X – Not appropriate this period
1 – Does very well
2 – Shows satisfactory growth
3 – Needs more time to develop
4 – Needs to make greater effort

NAME: _____

DATE: _____

Social & Emotional Development				
Works & plays with others				
Practices self-control				
Courteous & cooperates with others				
Shows respect for authority				
Accepts constructive criticism				
Obeys school rules				
Accepts responsibility				
Respects rights & property of others				
Practices good health habits				
Curious about & interested in world				
Work Habits				
Listens to directions				
Follows directions				
Can think & work independently				
Uses time to good advantage				
Cleans up well after work				
Works carefully & neatly				
Works without disturbing others				
Language Development				
Contributes to group discussions				
Listens while others talk				
Speaks clearly & distinctly				
Speaks in complete sentences				
Can relate experiences to group				
Reading & Number Readiness				
Can print name, using upper & lower case				
Shows interest: books, stories, poems				
Retells story in proper sequence				
Makes auditory discriminations				
Makes visual discriminations				
Can count objects to ––				
Can recognize numerals to ––				
Can write numerals to ––				
Physical Development				
Has adequate large muscle control				
Has adequate small muscle control				
Art & Music Development				
Enjoys music				
Takes part in rhythmic activities				
Expresses ideas with paint, crayons, etc.				

	+	0		
Rested–ready for work				
Attentive				
Considerate				
Confident				
Relaxed				
Friendly				
Cheerful				
Even-tempered				
Height				
Weight				
Days present				
Days absent				
Times tardy				

Suggested Retention Guidelines

Some factors to consider in pupil retention are listed. Early consultation with the principal prior to introducing the possibility of retention to the parents is recommended. It may be necessary to request the assistance of the school psychologist to further evaluate the child. All areas should be considered in evaluating the entire child; however strong emphasis should be on academic achievement.

Academic Achievement

Does the child:
- Listen attentively
- Show an interest in learning
- Show proper care of materials
- Express thoughts and ideas clearly
- Follow simple directions
- Have good work habits
- Have some concept of:
  - auditory discrimination
  - visual discrimination
  - letter names
  - sets and numbers
  - likenesses and differences
- Score poorly on standardized or school district-approved test(s)

Mental Ability

Is the child:
- As mature as most kindergarten children
- Capable of doing the work

Chronological Age

Is the child:
- A younger or older kindergartener according to birthdate

Physical Development and Health

Is the child:
- Small or large in size
- Healthy
- Physically handicapped in any way
- Well-coordinated (small and large muscle development)

Social Maturity

Is the child:
- Respectful of self and considerate of others

Emotional Stability and School Adjustment

Is the child:
- Positive in attitudes toward school
- Able to practice self-control
- Able to act independently in thought and action
- Able to cope with success or failure.

A retention can be made when it is objectively demonstrated that children could profit most by extending and reinforcing their skills at the kindergarten level. Final approval must be obtained from the parents, who should understand that children's future school progress may depend upon their successful learning experiences in these early years.

Learning Disabilities

A child whose intelligence appears to be average or above may be considered to have a learning disability if:

there is significant difference between actual achievement and what might be expected achievement on the basis of Professional Intelligence Testing;

high interest and achievement are shown in one or several areas while very little is shown in others.

It is possible to discover through team assessment of test instruments, professionally administered:

what sensory modality children prefer in learning,
what their strengths are,
where they need remediation.

Observed behavior is also a very important and useful tool. A behavior problem alone is not a learning disability.

If specialists are available in your district, they may be a source to assist you in observing and planning for the children who are having difficulty.

Involving Parents in the Kindergarten Program

Effective teaching of young children is enhanced by involving parents in the process. Ideal parent-teacher relationships encompass cooperation and joint planning. To encourage positive working relationships, teachers might send newsletters home which explain various aspects of their program to parents and telephone parents regularly to clarify questions or respond to parental concerns. Parents, in turn, provide information useful in helping the teacher understand their child.

Specific suggestions for effective teacher-parent collaboration include listening to parents, inviting them to participate in special projects and being sensitive to parent-child problems. To obtain information about the children or to provide parents with suggestions as to how they can help their children adjust to kindergarten, the teacher can use the ideas which appear on the following pages.

Parents . . . How You Can Help Your Children Prepare for Kindergarten

Before children come to school, teach them to:

1. Tell their names clearly.
2. Recognize their own houses.
3. Recognize their own clothing.

Encourage them to:

1. Put away their toys.
2. Help in dressing themselves.
3. Assume a reasonable amount of responsibility for the care of personal property.
4. Listen when someone else is talking.
5. Share toys willingly.
6. Take turns with other people when the occasion demands it.
7. Be aware of other's feelings.
8. Accept mistakes naturally.
9. Make some decisions for themselves.
10. Play with children their own ages.

Teach your pre-schooler some good health habits, such as:

1. Using a drinking fountain correctly.
2. Using the bathroom regularly, independently, and in a sanitary manner.
3. Brushing teeth after eating.
4. Using a handkerchief correctly.
5. Covering the nose and mouth when sneezing or coughing.
6. Going to bed at a regular time.
7. Not putting pins, small toys, and other such items in the mouth, ears, or nose.

Let children:

1. Have experience with crayons, paint, scissors, and other art materials. Children enjoy drawing their own designs and making things out of scraps of paper and fabrics. Let children design things in their own way.
2. Get acquainted with other children their own age in some group, if possible. Allow them to stay overnight or for a meal with a friend occasionally.
3. Call things by their correct names (do not use "baby talk").

Most children enjoy helping others. At home you can encourage your children to take on such responsibility as getting the mail, setting the table, feeding a pet, or running errands. Encourage children to finish what they start.

Children are naturally curious. Encourage your children to ask questions. Listen to what they say, and answer questions simply and truthfully. Try to devote some of your time exclusively to each of the children so they know that their ideas and feelings are important to you.

Be patient with your children even though they may not be progressing as fast as you expect or desire. Remember, no two children grow alike. Comparing your child with other children is not fair. Expect of your children all they are capable of doing, but don't push them into doing things they are neither interested in nor ready to do.

Give your children a good pre-school background by:

1. Reading stories and poems to them, having them retell the story back to you.
2. Helping them learn nursery rhymes, jingles, or short stories.
3. Discussing pictures with them.
4. Taking them to see as many different things as possible, such as different kinds of stores, a farm, a zoo, a fair or circus, and shows designed for small children.
5. Helping them to understand the difference between reality and fantasy.
6. Encouraging them to count objects.

Become acquainted with your children's teacher as soon after school starts as possible. Discuss your child's abilities, interests, and problems with the teacher and learn how you can work with the classroom teacher. When misunderstandings arise, let the teacher know at the time so the teacher can help clear up the situation. Above all, refrain from criticizing schools and teachers in front of the children. If your children have heard unkind remarks about school, they may have many fears about attending school, and may likely have a more difficult time adjusting to school.

Dealing with Children of Divorce[1]

Divorce is stressful for children and their parents. To better insure that children will not be damaged by divorce, these conditions should be included in divorce adjustments:

1. Reassure children that they will be cared for and supported, and that the divorce is not their fault.
2. Involve the non-custodial parent, usually the father, with the children on a regular, frequent basis.
3. Avoid competition between parents for the children's loyalty.
4. Abstain from conflict and anger between the parents in the children's presence.
5. Reduce emphasis on economic stress and worries as much as possible.
6. Seek professional help to assure psychological stability.

If handled properly, divorce need not permanently scar children even though it may be initially stressful.

Books on Divorce for Children

These books may provide a valuable resource for the teacher. In addition, the teacher may want to share one or more of them with parents whose children are experiencing divorce.

What Every Child Would Like Parents to Know About Divorce, by Lee Salk, (Harper and Row, 1978).

How to Get it Together When Your Parents Are Coming Apart, by Arlene Richards and Irene Willis, (D. McKay, 1976).

How Does it Feel When Your Parents Get Divorced?, by Terry Berger (Julian Messner, 1977).

The Kids Book of Divorce . . . Written by Children, by Eric E. Rofes and the unit at Fayerweather Street School, (Green, 1981).

What's Going to Happen to Me?, by Eda LeShane, (Four Winds, 1978).

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[1]J. Bailey Molineux, Ph.D., "Children of Divorce," State Mental Health Division, Helena, Montana 59620.

Kindergarten Information Sheet

School_____ Date_____

Child's Name_____ Child's Nickname_____

Parent's Name_____

We need the following information so that we may better know and understand your children. We suggest you interview your children as you fill out this form so it reflects their thinking. A simple "yes" or "no" will be sufficient to answer most of the questions.

Intellectual

Do your children know: Their name?_____ Address?_____ Phone number?_____

Their father's or mother's name?_____ Place of parent's work?_____

Do you read regularly to your children?_____ List two or more favorite books or stories:

1._____

2._____

3._____

What is their favorite toy?_____ Their favorite game?_____

Do your children regularly use:

Crayons_____	Play-dough_____	Puppets_____	List others:_____
Paints_____	Scissors_____	Blocks_____	_____
Finger Paints_____	Puzzles_____	Library_____	_____

Do they: Converse with children?_____ With adults?_____ With self?_____

Listen to record players?_____ Sing?_____ Dramatize and play make-believe?_____

Talk to you about their play activities in the neighborhood?_____

What are their favorite TV programs?_____

How much time does your child spend daily watching TV?_____

How do they respond to music?_____

Has your child visited:

The park?_____ Zoo?_____ Airport?_____ Library?_____ Fire Station?_____

List any others:_____

Social

How many years have your children attended: Preschool?_____ Nursery classes?_____

Sunday school?_____ Montessori?_____ Head Start?_____

Do they have close playmates?_____ Boys or girls?_____ Their ages?_____

Will any of their playmates be starting kindergarten with them?_____

Do they get along well with others?_____ Are they dominated by others?_____

Do they boss others?_____ Do they share with others?_____

What experiences has your child had away from parents or home?_____

_____

Physical

Is your child left-handed?_____ Are toilet habits regular?_____

Is there a problem of needing to urinate frequently?_____

At what age did your child first walk?_____ Talk_____

Can they: Skip?_____ Jump rope?_____ Bounce a ball?_____ Catch a ball?_____

List food or medicine allergies: _____

Rest: What time do they go to bed?_____ How many hours do they sleep?_____

Do they take a nap?_____

Emotional

Are they shy?_____ Aggressive?_____ Stubborn?_____ Do they cry easily?_____

Do they have temper tantrums?_____ Main causes: _____

_____

Are they afraid of dogs?_____ Birds?_____ Insects?_____ Thunder?_____

Storms?_____ The dark?_____

Responsibility in caring for themselves: Do they dress themselves?_____ Do they know how to take off and put on wraps?_____ Can they zip?_____ Tie?_____ Button?_____

Without help, do they: Wash their hands?_____ Brush their teeth?_____

Go to the bathroom alone?_____ Use tissue when needed?_____

What work do they do at home? _____

Do they usually mind the first time they are asked? _____

Can they go home from school alone?_____ If not, who is responsible for their safety?_____

Do they go to a babysitter?_____ How long have they had this sitter?_____

What is your child looking forward to most at school? _____

* * * * * * * *

In the space below write anything you think the teacher should know about your child.

Dear Parents:

This form is designed to provide information about your child's experiences prior to entering school. It will aid the teacher in discovering your children's interests and abilities, and will help the teacher plan appropriate and meaningful activities. Please leave unanswered any questions you feel are unimportant or which you are unable to answer. Do not return this form unless you wish to do so.

How many children's books, other than library books, are available to your child at home?

_____0-5
_____6-15
_____16-30
_____31-50
_____over 50

How often did either parent read to the child during the past two years?

_____never
_____2-5 times a year
_____6-10 times a year
_____1-3 times a month
_____1-3 times a week or more often

How often during a month does either parent play indoor or outdoor games with the child?

_____never
_____1-3
_____4-6
_____7-10
_____more than 10

About how many hours per week does the child listen attentively to television, stereo, or radio? Underline the one most often listened to:

_____none
_____1-2
_____3-4
_____5-6
_____more than 6

Has your child every visited a museum or art gallery?

_____never
_____once
_____2-3 times
_____4-5 times
_____more than 5 times

Has your child ever gone to a zoo or circus?

_____never
_____once
_____2-3 times
_____4-5 times
_____more than 5 times

Has the child visited the main community library?

_____never
_____once
_____2-3 times
_____4-5 times
_____more than 5 times

Has your child ever been in a city larger than the largest city in your state?

_____never
_____once
_____2-3 times
_____4 5 times
_____more than 5 times

Has your child ever spent several continuous hours on a farm?

_____never
_____once
_____2-3 times
_____4-5 times
_____more than 5 times

Has your child ever gone to a nursery school or Head Start program?

_____never
_____1 semester
_____1 year
_____2 or more years

Has your child ever been in a hospital or clinic? (As a visitor or a patient, not merely in the waiting room or lobby.)

_____never
_____once
_____twice
_____3 times
_____more than 3 times

Has your child ever traveled by train?

_____never
_____once
_____4 5 times
_____more than 5 times

Has your child ever flown in a plane?

_____never
_____once
_____2-3 times
_____4-5 times
_____more than 5 times

Has your child ever attended a concert or a dramatic production?

_____never
_____1-2 times
_____3-4 times
_____5-6 times
_____more than 6 times

How far could your child count before entering school?

_____up to 3
_____up to 10
_____up to 20
_____up to 100
_____over 100

Does your child recognize the following amounts of money?

_____a penny
_____a nickel
_____a dime
_____a quarter
_____a dollar

Have you ever taught your child to write numbers? _____yes _____no

How many letters of the alphabet can your child recognize? Circle the letter the child knows.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Have you worked with your child on the alphabet? _____ yes _____no

Does your child read words in the environment? Words such as: "Stop, go, walk, don't walk"?

_____yes _____no

If yes, list some of the words the child recognizes. _____

Has your child ever gone on a hike or camping trip to some place where wild animals and plants could be observed in their natural state?

_____never
_____1-2 times
_____3-6 times
_____7-15 times
_____more than 15 times

How often does your child actually help mother or father perform some chore?

_____never
_____1-10 times
_____1-3 times a month
_____1-3 times a week
_____almost every day

Does your child have responsibilities in the home (such as emptying wastebaskets) to perform regularly?

_____none
_____1
_____2
_____3
_____more than 3

Can your child answer the telephone without adult assistance? _____yes _____no

Does child know first and last name? _____yes _____no

Does child know home address? _____yes _____no

Does child know age? _____ yes _____no

Does child have a favorite toy, doll, or article such as a security blanket? _____yes _____no

Does your child exhibit any habits such as:

spitting	_____yes	_____no
thumb sucking	_____yes	_____no
finger sucking	_____yes	_____no
rubbing	_____yes	_____no
biting	_____yes	_____no
teeth clenching	_____yes	_____no

As you were reading this inventory, did you feel sure about your specific knowledge of your child?

_____yes _____no _____reasonably

During the time you were reading this inventory, did you feel you were:

_____thinking about your child?
_____thinking about the school?
_____thinking about yourself as a parent?

Name of child: _____ Date: _____

Dear Parents:

Today I am bringing home a book from our school library. I can keep it for one week. Will you help me with these things?

1. Read the book with me and let me tell you about the pictures.

2. Help me find a place where I can keep my library book so it will not get lost or damaged.

3. Remind me to have clean hands when I read, and to turn my pages from the upper right hand corner.

4. Send the book back to the library to be mended if it is accidentally damaged while it is checked out to me.

5. Have a small plastic bag for me to use when I carry my book home and back to school each week.

Thank you for helping me. I think it's lots of fun to read with you.

Love,

Dear Mom and Dad,

I will be bringing home some art work this year. Thought you might like to know some do's and don'ts about it.

Some things that are normal for my age are a lack of proportion. I might put a real big head on a little boy or girl and the ears may be bigger than the head. The people I draw might by lying flat and you will probably be able to see right through the walls of my house. My birds might have four legs and no beak and sometimes a tree or sky might look like scribbles I made when I was young. There might be a pink cow, too, because I think pink is so pretty, like our new dishes.

So please don't laugh or tell me what is wrong with my picture. When I come home and present it to you I hope that you'll have time to sit down for just a minute and let me tell you about it. Sometimes I might not have anything to say about it but you will think it's pretty anyway, won't you?

I'd like to have a place to keep the things I make, like a folder or a shelf, or a drawer. And then, could we hang up some of the very special ones so Grandma can see when when she comes over?

If you could do these things for me, you'll help me more than you'll ever know.

Your loving kindergartner!

The Parents' Role in the School Health Program

In order for your children to get the greatest amount of enjoyment out of school, they must be in good health. Remembering that the primary responsibility for your child's health rests with you, this information is included for your reference during the school year.

A. Before children enter first grade, or during the kindergarten year, we strongly recommend that they have a physical examination. These may be obtained from your private physician. Immunization records should be up-to-date at this time. Those immunizations recommended are: diphtheria, pertussis, tetanus, polio, measles, and rubella. These may be obtained through:
   1. your private physician,
   2. Health Department. (Boosters for DPT and Polio are suggested in the child's fifth year.)

B. The parents of all new students entering the schools are required to complete a registration form which includes a record of the child's health history.

C. State law requires the **reporting of communicable diseases**. If your child has a disease such as: *measles, rubella, mumps, chicken pox, strep throat,* rheumatic fever, impetigo, or infectious hepatitis, please call the school and leave a message for the school nurse reporting the disease.

D. Keep children home from school when they show any of these symptoms: vomiting, elevated temperature, earache, sore throat, inflamed eyes, discharging ears, skin rash or sores.

E. Should your child need to take medication during school hours, it is legally required that we have a written prescription from your doctor, as well as written parental permission. A form for this purpose is available at the school.

F. To promote optimum health for your child, see that your child gets an adequate amount of sleep each night. Children cannot be expected to perform well in school when they are too tired.

Arrange for your child to eat a good breakfast. This is the most important meal of the day, and every child should have this good beginning for the school day.

Help children protect their teeth by caring for them. See a dentist often and see that the teeth are brushed correctly and after each meal. It is important to take good care of baby teeth.

Carefully plan short times for watching television programs. Some programs may be too exciting, overtiring or frightening for children to see just before bedtime. It is wise to be selective at all times in choosing programs for your small child to see.

Teach children to use a tissue or handkerchief to cover the mouth when sneezing or coughing. Many colds and other diseases can be spread if children do not know how to use a handkerchief properly.

Unless the weather is bad or children have been ill, they are expected to spend some time each day playing outside. It will be necessary for them to be dressed properly, especially for cold and snowy weather.

YOUR CHILD NEEDS THE FOLLOWING IMMUNIZATIONS:

SUGGESTED SCHEDULE		DATES VACCINE GIVEN	
VACCINE	AGE	POLIO	DPT
POLIO-DPT(*)	2 MONTHS	1.	1.
POLIO-DPT	4 MONTHS	2.	2.
POLIO-DPT	6 MONTHS	3.	3.
POLIO-DPT	18 MONTHS	4.	4.
POLIO-DPT	4 - 5 YEARS	5.	5.

			COMBINED	
		SINGLE	MEASLES-RUBELLA	MEASLES-MUMPS RUBELLA
MEASLES	1 YEAR			
RUBELLA (GERMAN MS)	1 YEAR			
MUMPS				

OTHER IMMUNIZATIONS AND TESTS

TYPE	DATE	DATE	DATE
DT (over 6 yrs)			

(*) DPT -- DIPHTHERIA, WHOOPING COUGH, TETANUS

Learning Experiences

boys and girl teachers an school and community learning that wil offer ac to experi Because young chi in their rates of develo physical, emot ional, i intellectual and soci development t activities opmental le levels, an of each c child is provide an appro priate opor tunity self d tion self- four maj categor creative physical social an intellectu all of the are consid to be equal important. Learning e in one are effects lea ning in all the other areas. Thu will help the child to develo curiosity which can lead to a variety of learning exp Teacher must and the child appropriate oppor can make a judgement a about the level of each chil

feel, and to see, tas e; tim to explore and won experien wh drop de rem to show curiosity and to ask questi s help the chil help tha child

ea ducat vironment ritage, need illustrations honest natura life of a young foundati n for research curiosity style, a program, an loo lea provide fo him, and her to be experi educationa will cha strong ap study o able t the

Seasons, beauty, the farm, the ranch, birds, insects, spiders, animals, in the Sounds around us. Who Am I? Seasons. Exploration. There are a great many themes/units

These learning experiences are presented as a resource to help teachers offer activities that will encourage exploration, discovery and experimentation. Because young children vary in their rate of social, emotional, physical, and intellectual development, the activities are set up on a continuum of developmental levels. Thus, the teacher can make a judgment about the level of development of each child and provide appropriate opportunities for self-directed, individual or group work.

There are four major categories: **creative** development, **social** development, **physical** development and **intellectual** development. Each category is divided into objectives, expected performance, activities and suggested materials. The suggestions presented for each objective are not exhaustive but are considered a basis to stimulate generation of further learning activities.

An outline of the learning experiences for each category is provided to permit a concise overview. Selection of appropriate experiences from each category should allow the tailoring of a program to meet individual student needs. It is suggested that district goals be kept in mind while selecting learning experiences.

Outline of Topics, Objectives and Expected Performance for Each Category

Creative Development

Art, music and dramatic play experiences for kindergarten children serve to release their creative capacities. By being free from pressure to copy or imitate, the children are given opportunities to integrate experiences with artistic expression. The children experiment with a variety of media as they develop artistic accomplishments and a growing joy for art, music and dramatic play activities.

I. Art
   1. Express themselves to self-satisfaction in different art media.
      a. Experiment with paints, crayons, finger paints (using one or several primary colors). Manipulate clay (making simple round or flat forms).
      b. Paint and color and do clay work with more representation and imagination. Create crude forms and simple detail.
      c. Verbalize about paintings, clay work, etc. Value their work.
   2. Become aware of the many things that can be made out of common materials.
      a. Improvise art objects out of scrap or craft materials such as paper sacks, egg cartons, berry baskets.
   3. Become aware of how other people express themselves through art.
      a. Want to share work with peers.
      b. Want to share with and appreciate work of others.

B. Music
   1. They express themselves to their satisfaction using sound and rhythm.
      a. Gallop, jump, walk, sway, etc., in motoric response to music and rhythm.
      b. Sing simple songs and recognize simple melodies. Experiment with real or improvised instruments.
      c. Respond to rhythm with increasing spontaneity and creativity. Create songs during the play. Sing with greater voice control.
   2. Learn to recognize changes in tempo, dynamics, rhythm, tone.
      a. Experiment with combinations of tones on instruments.
      b. Reproduce sounds and rhythmic patterns.
      c. Identify the mood of the music.

C. Dramatic Play
   1. Express ideas and feelings in actions and words.
      a. Initiate spontaneous dramatic play with peers recreating familiar scenes and roles.
      b. Role-play familiar scenes with familiar characters in a teacher-directed ectivity. Discuss characters and their feelings.
      c. Act out problem situations they try to understand; role-play the person they're trying to understand.
   2. Use their imagination freely.
      a. Enjoy stories about the world of fantasy.
      b. Indulge in fantasy play. Take on roles of make-believe characters.
      c. Make up stories about imaginary pets or friends.

Kindergarten children are developing a sense of themselves as people and are increasing their awareness of the role family and friends play in their lives. The school encourages a positive self-image by offering experiences related to the child as a social being and recognizes each child's cultural identity. A multi-cultured emphasis is woven into planned experiences.

A. Self-Image
   1. Know physical self and have a natural interest in the body.
      a. Self-identification.
      b. Are interested in identifying and naming parts of the body—arms, legs, hands, feet, head, fingers, toes, eyes, ears, nose, mouth, ankles, hips, shoulders, elbows, jaw.
      c. Learn to associate parts of the body with their functions, e.g., "I have two eyes and I see with them."
   2. Recognize, label, and express emotions in acceptable ways.
      a. Manifest such feelings as fear, anger, surprise, affection, happiness, sadness without being able to lable them verbally.
      b. Learn to identify feelings such as happy, sad, fearful, surprised, angry and find acceptable ways to express them.
      c. Attempt to tell or show why they feel a certain way or what makes them feel sad, happy, fearful, etc.
   3. Express self verbally in positive terms.
      a. Are interested in verbalizing name and age.
      b. Are aware of where they live.
      c. Want to tell about the things they do.
   4. Learn to express their social self in positive terms in the context of their family.
      a. Interest in nuclear family.
      b. Interest in expanded family (cousin, aunts, uncles, grandparents and communal family).
      c. Enjoy verbalizing about their place in the family, their relationship to parents, siblings, and the changing roles of different family members.
      d. Home ties are still paramount.
   5. Express themselves in the context of the peer group.
      a. Interest in friends at school.
      b. Interest in friends away from school.
   6. Learn to make friends.
      a. Engage in parallel play with friends.
      b. Engage in associative play with friends.
      c. Engage in social dialogue and cooperative play with friends.
      d. Make special friends. Are possessive at times and discriminate against those outside the group.
   7. Express social self in the context of cultural group.
      a. Enjoy identifying foods that are indigenous to their culture.
      b. Understand some of the language and speech patterns indigenous to their culture.
      c. Interest in self in reference to race, religion, and culture.
   8. Explore the community and observe the activities of the poeple who live and work there.
      a. Recognize familiar places and faces in the neighborhood where they live.
      b. Recognize pictures of and verbalize about places visited.

B. Self-Management
   1. Learn how to cope with emotions.
      a. Act out such feelings as anger, fear, surprise, and joy impulsively.
      b. Verbalize feelings. Relate feelings to their causes.
      c. Interact appropriately with environment as they mature and gain in personal-social experiences.
   2. Develop a sense of autonomy.
      a. Develop independence in making own decisions and initiate their own activities.
      b. Help initiate activities as part of a small group.
      c. Seek out new experiences independently. Request assistance from peers as well as adults when it is needed.

3. Share and take turns.
    a. Develop patience in waiting their turn and in having gratification delayed.
    b. Share with friends.
    c. Cooperate with others. Take turns and share.
4. Learn to interact with peers and with adults in accordance with the mores of the community and the culture.
    a. Attempt to adjust to other children of their own age.
    b. Cooperate at times with others on a one-to-one basis, in large or small groups.
5. React to needs of others.
    a. Interested in care and welfare of pets.
    b. Recognize feelings in others that have been experienced.
    c. Empathize with child who is sad or hurt. Express pleasure at other child's joy.
6. Become concerned about such ethical values as honesty, fairness, respect for others.
    a. Behave in response to external control.
    b. Internalize moral values of parents and culture.
    c. Begin to differentiate the common good from the more selfish one. Apply sense of fairness to conflict situations.

Physical Development

A. Gross Motor Development
    1. Develop motor coordination of large muscles.
        a. Walk, jump, run, dig, crawl, slide, tiptoe, using gross motor muscles.
        b. Ride wheel toys, climb.
        c. Hop, skip, gallop, jump rope and climb with greater coordination of gross motor muscles.
    2. Develop laterally.
        a. Differentiate one side of body from the other.
        b. Show a preference for handedness.
        c. Begin to know right hand from left hand.
    3. Orient selves in space.
        a. Identify bodies and their position in space.
        b. Recognize the relations of different parts of bodies to each other and to external objects.
        c. Recognize different possible body movements that can be made through creative rhythms.
B. Fine Motor Development
    1. Develop eye-hand coordination.
        a. Hammer, catch and throw randomly.
        b. Handle large blocks and large manipulative toys.
        c. Catch and aim and throw more accurately.
        d. Hammer nail into board, saw, use screwdriver and pliers.
        e. Handle small blocks and manipulative toys.
    2. Develop finger dexterity.
        a. Scribble, paint and color randomly.
        b. Cut with scissors, turn pages of a book, hold pencil for writing, screw nuts, bolts.
        c. Draw a progression of geometric figures such as square, circle, triangle, cross lines. Draw simple outline figures such as completing figure of a man or woman.

A. Communication
   1. Learn the concepts that underlie words.
      a. Manipulate objects in environment, observe activities, listen to stories, learn that word concepts are associated with what is seen, done, heard.
      b. Describe observations, manipulations, feelings.
   2. Learn to use language as a social tool.
      a. Communicate needs and desires in a variety of situations.
      b. Verbally relate to others in the sharing of materials, books, toys, equipment, and ideas.
      c. Express awareness of and concern for others.
   3. Learn to use language spontaneously and expressively, using verbal and non-verbal language.
      a. Express feelings and desires with words and gestures.
      b. Play with words, use silly language. Talk freely about feelings and experiences.
      c. Create dialogue and gesture while role-playing or participating in dramatic play.
   4. Learn to use more precise language.
      a. Use one word remarks and incomplete sentences.
      b. Use more complex sentences.
      c. Engage in socialized speech in which children speak and respond to one another. Use pronouns such as "I, you, he, she, we, they" appropriately.
   5. Develop listening skills.
      a. Listen passively while playing and recognize and attend to sounds that are familiar.
      b. Listen appreciatively to stories, poems, records, conversations. Listen effectively to directions and announcements.
      c. Listen analytically. Analyze what is heard and interpret it in terms of knowledge and experiences.
   6. Feel secure about asking questions.
      a. Ask simple how, what, where, why questions.
      b. Seek out and acquire information.
      c. Ask questions that require extended answers.

B. Perception
   1. Learn to discriminate visually.
      a. Discriminate colors, objects, shapes.
      b. Discriminate parts of a picture or a puzzle or toy.
      c. Discriminate that the printed word might be related to a concrete object in the environment.
   2. Learn to discriminate sounds, tones, rhythms, directions of sounds. (Auditory)
      a. Identify and associate specific sounds with people, animals, objects.
      b. Identify and repeat various rhythms. Discriminate which direction a sound comes from.
      c. Discriminate tonal differences such as pitch, duration, intensity. Discriminate differences between letter sounds. Associate auditory sounds with visual symbols. (Caution: only if the child has reached the appropriate developmental stage.)
   3. Learn to identify various tastes and flavors. (Taste)
      a. Identify foods that are salty, sweet, bitter, tart.
      b. Know names of foods according to taste or flavor.
   4. Learn to identify various odors. (Olfactory)
      a. Identify odors as being pleasant or unpleasant.
      b. Recognize and label familiar odors, such as food odors, gaseous odors, perfumes.
      c. Associate odors with their sources.
   5. Recognize and identify by touch, various objects, different shapes, heat differences, smoothness, roughness, hardness, softness. (Tactile and Kinesthetic)
      a. Distinguish shapes and sizes by touch.
      b. Distinguish heat differences (which is hotter, which is cooler). Distinguish smoothness, roughness, softness of objects.
      c. Identify an object or distinguish its texture using only the modality of touch.

C. Color Recognition
   1. Gain familiarity with colors and their names.
      a. Match objects of same color.
      b. Identify and name colors. Later, label with color words.
      c. Combine two primary colors to create secondary color.

D. Shape Recognition
   1. Learn geometric shapes.
      a. Match shapes, such as circles, ovals, squares, triangles, diamonds, rectangles. Use three-dimensional manipulatives.
      b. Identify and label shapes. Classify circles, squares, triangles, etc., by name.
      c. Pick out objects in environment that have same shape as specific shape worked with.
      d. Verbalize the characteristics of the different shapes.

E. Relational Concepts
   1. Learn concepts of same/different.
      a. Match two objects that have one common attribute (such as color or shape).
   2. Learn concepts none/some/all.
      a. Recognize that a total absence of objects means none and total presence of objects means all.
      b. Understand the concept of one more and one less.
      c. Recognize that something may have been added to or removed from a total number of objects.
      d. Verbalize when none/some/all of a total number of objects is present/absent.
   3. Learn concepts of part/whole relationships.
      a. Structure parts into whole in working with puzzles.
      b. Create a new whole when given parts such as blocks, tinker toys, interlocking wooden pieces.
      c. Distinguish figure from ground in pictures.
   4. Learn spatial relationships such as up/down, over/under, on/through, around/next to, near/far, close to/away from, left/right, first/last.
      a. Point to positions of objects when given a verbal stimulus.
      b. Place objects in spatial positions when given verbal stimulus. Verbalize which is up, which is down, etc. Distinguish top from bottom, back from front, inside from outside.
      c. Have some recognition of which hand is left/right.
   5. Learn temporal relationships such as before/after, beginning/end, first/last/next.
      a. Associate activities and events with time periods of day.
      b. Recognize and verbalize time sequences in a story or life situation, what comes first, what comes next, what is the beginning, what is the end.
      c. Understand what it means to be first/last/before/after.
      d. Begin to understand the relationship of yesterday, today, and tomorrow.
   6. Learn concepts of distance such as near/far, close to/away from.
      a. Place objects close to or away from each other according to a verbal stimulus.
      b. Identify and verbalize whether objects are close to or far away.
      c. Abstract idea that certain places are close to home or school or far from home or school.

F. Classifying
   1. Learn to classify on the basis of different categorical criteria.
      a. Match and sort according to one attribute such as color, shape, size in this progression of difficulty.
      b. Match and sort according to more than one attribute. Identify common attributes of objects being categorized.
      c. Abstract several attributes in generalizing a classification or category.

G. Sequencing
   1. Learn seriation and sequencing.
      a. Place objects in a sequential order given a concrete criteria base, such as color and size. Count sequentially.
      b. Arrange ideas or objects within a developmental sequence or arrangement.
      c. Verbalize the correct order of events.

H. Left-to-Right Sequencing
   1. Learn left-right sequencing.
      a. Follow left-to-right sequencing when telling about a series of three or four pictures.
      b. Arrange a progressive series of numerals or pictures in left-to-right sequence.
      c. Print or read letters of name in left-to-right sequence.

I. Children and Their World: Environmental Awareness

1. Become aware of themselves in relation to the natural forces of the environment.
   a. Show awareness of different types of weather. Know to wear heavy clothing on a cold day and light clothing on a warm day.
   b. Know that the moon is associated with night and the sun with day. Distinguish stars and clouds in the sky. Know that it is cold in winter, warm in summer. Know that some flowers start to bloom in the spring and that some trees lose their leaves in the fall.
   c. Understand that there are some natural forces over which people have no control (weather, earthquakes, floods) and that there are some over which people have some control.
2. See that they can exercise some control over the environment.
   a. Help to pick up and clean up under directed guidance.
   b. Understand that litter and neglect have adverse effects on the environment. Help in group planning to improve the environment.
   c. Initiate and plan activities that help protect the environment with emphasis on conservation in practical ways.
3. Learn that an interdependency exists among all living things.
   a. Show an interest in and a concern for living things such as plants and animals.
   b. Understand that plants, animals and people are interdependent.
   c. Understand that people have a responsibility to help protect the environment.
4. Develop an aesthetic sense. Appreciate beauty in the surrounding world.
   a. Notice and contribute to beauty in the outside environment.
   b. Learn about beauty in words, art and music.

J. Science Concepts

Stimulating children to participate in exploratory investigations is the main goal of the kindergarten science program. Children act on their developing concepts and learn to modify ideas. By encouraging independent investigations, the child develops a feeling of competence and self-worth.

1. Learn that physical matter takes the form of solids, liquids or gases.
   a. Identify solids (a rock, a piece of iron), liquids (milk, water) and gases (smoke, air pollution).
   b. Classify matter on physical basis.
   c. Verbalize about various characteristics of each form of matter.
2. Learn that physical changes can take place in matter.
   a. Identify physical matter in its various forms, such as ice is another form of water.
   b. Perform simple experiments such as making ice cubes, boiling water and watching the steam form. Explain how the physical changes take place.
   c. Predict possible outcomes of simple experiments.
3. Learn that chemical changes take place in matter.
   a. Perform simple experiments to make chemical changes take place in matter.
   b. Predict possible outcomes of the experiments performed.

K. Numeral Recognition, Quantifying, and Mathematical Concepts

Every kindergarten child comes to school with some mathematical knowledge. The academic program should reinforce the skills the child already has and arrange experiences to assist the child in gaining new understandings.

> "What is important is that children retain that which their curiosities have led them to discover and that which has been learned through understanding rather than through being told."[1]

Mathematical learnings begin with real situations and progress to pictorial representation and abstractions. Manipulative materials assist children with discovery learning. The teacher facilitates this process by creating a stimulating mathematical environment.

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[1]Louise Binder Scott and Jewell Garner, *Mathematical Experiences for Young Children,* (St. Louis: McGraw-Hill, 1978), p. 4.

For the kindergarten child mathematical experiences may include: number recognition (0-10), sorting and classifying, understanding of sets, geometrical concepts, making comparisons, quantity, length, money, time.

The teacher should be familiar with each child's abilities and needs. Evaluation is an essential aspect of the mathematics program if effective teaching is to take place.

Kindergarten children may:

1. Learn to recognize and identify by name the four basic geometrical shapes.
2. Become aware of the use of the calendar.
3. Develop an understanding of the basic comparisons of sizes.
4. Identify objects that are the same length, larger or shorter.
5. Develop an understanding of the basic comparisons of measurement.
6. Learn to count, by rote 1-5.
7. Be exposed to their house and telephone numbers.
8. Be introduced to comparing likenesses and differences of specific given objects.
9. Learn to count by rote 1-7.
10. Recognize simple patterns.
11. Match simple patterns.
12. Learn to count by rote and unison 1-10.
13. Recognize and identify numerals 1-3.
14. Become aware of the concept of what a set is.
15. Identify and recognize sets of objects 1-3.
16. Distinguish equal sets of objects 1-3.
17. Use one-to-one matching 1-3.
18. Tally objects 1-3.
19. Match numerals to sets 1-3.
20. Recognize and identify numerals 1-5.
21. Recognize sets of 1-5.
22. Distinguish equal sets of objects 1-5.
23. Use one-to-one correspondence using sets 1-5.
24. Match numerals to sets 1-5.
25. Tally objects 1-5.
26. Recognize sequence of sets (1-5) by ordinal counting (first, second, third, fourth, fifth).
27. Recognize and identify numerals 1-7.
28. Recognize sets of 1-7.
29. Distinguish equal sets of objects 1-7.
30. Use one-to-one correspondence using sets 1-7.
31. Match numerals to sets 1-7.
32. Tally objects 1-7.
33. Recognize and identify numerals 1-9.
34. Recognize sets of 1-9.
35. Distinguish equal sets of objects 1-9.
36. Use one-to-one correspondence using sets 1-9.
37. Match numerals to sets 1-9.
38. Tally objects 1-9.
39. Recognize and identify numerals 1-10.
40. Recognize sets of 1-10.
41. Distinguish equal sets of objects 1-10.
42. Use one-to-one correspondence using sets 1-10.
43. Match numerals to sets 1-10.
44. Tally objects 1-10.
45. Be introduced to the number line (1-10).
46. Begin to write numerals 1-10.
47. Recognize and identify numerals 0-10.
48. Recognize sets 0-10.
49. Distinguish equal sets of objects 0-10.
50. Use one-to-one correspondence using sets 0-10.
51. Match numerals to sets 0-10.
52. Tally objects 0-10.
53. Begin to develop the skill of simple estimation.
54. Be able to remember and extend simple patterns.
55. Learn to put sets of objects in order 1-10.

56. Learn to put numerals in order 1-10.
57. Be exposed to the simple use of money (pennies and nickels).
58. Weigh solid materials with balance or scales to determine which is heavier and/or lighter, weighs most and/or least.
59. Measure amounts of solid materials with cups and spoons.
60. Be able to place objects in graduated order.
61. Measure varying amounts of liquid in identical containers by noting heights of liquids.
62. Learn to create own patterns.
63. Learn to read simple graphs.
64. Develop the concept of pairs.
65. Develop an awareness of simple fractional parts (½, ⅓, and ¼).
66. Become aware of simple distances via state and U.S. maps.
67. Begin to create story problems and use manipulative materials to solve them.
68. Begin to tell time by hour and manipulative time devices.

L. Knowing About Letters
   1. Learn to recognize large print letter shapes.
      a. Match large print letter shapes.
      b. Identify and name letter shapes.
      c. Print some of the letters of the alphabet (with suggested use of appropriate pencil positions).
   2. Understand that words are made up of letters.

M. Word Recognition
   1. Learn to recognize children's names.
      a. Recognize printed name.
      b. Recognize classmates' printed names.
      c. Print own name.
   2. Understand that a word is built out of letters.
   3. Learn that reading is everywhere.
      a. Recognize common street signs.
      b. Recognize common store names.
      c. Illustrate familiar words.

N. Reasoning and Problem Solving
   1. Develop reasoning and problem solving skills.
      a. Synthesize several concepts from a non-present or past experience to form a reason.
      b. Recognize that a problem exists and seek out pertinent information. Ask questions.
      c. Generate several possible solutions and answers to problems by organizing and processing the information received.
      d. Weigh the evidence and evaluate the explanations. Create, select and/or reject solutions and come up with a probable decision.

Units

The use of units is one approach to organizing the instructional program. The interest of the children and the day-to-day events (e.g., weather changes, community and national events, new changes in the learning environment) may determine the length and depth of the units used.

Examples of topics around which units could be constructed are:

- Who Am I?
- Home and Family
- Our School
- Friends
- The Community
- Health
- Transportation (see source materials)
  - Bicycle, Passenger, Pedestrian
- The Farm (The Ranch)
- Seasons
- Environment (plants, trees, air, water)
- Music
- Insects and Spiders
- Birds
- Animals (woodland, zoo, circus, jungle, ocean, desert, pets)
- The Weather
- Sounds Around Us
- Communication
- Story-telling and Literature
- Famous People
- Cultures
- Holidays and Birthdays

Sample Outline of a Unit

I. Expected Performances—"Environment"

   A. Understanding skills and attitudes to be developed regarding the topic "Environment."

II. Activities selected from the four learning experiences categories: creative, social, physical, intellectual.

III. Sources of materials, and supporting information, on the topic of "Environment." (For details, see the Materials column of Learning Experiences section as well as the How-To, Children's Literature, and Sources of Information sections of this handbook.)

   A. Books and Stories
   B. Poems and Fingerplays
   C. Audiovisual Aids
   D. Songs and Musical Experiences
   E. Art Activities
   F. Records
   G. Resource People (especially parents)
   H. Art Materials
   I. Props
   J. Picture File
   K. Unit Related Centers (and/or Workshops or Stations)

IV. Evaluation and summary as measured by the expected performances established for the unit.

Resources for

A Sample
Teaching Unit

Using
Mother Goose Stories
Poems and Rhymes
Flannel Board Stories
Finger Plays
and Other Stories

Mother Goose Objectives

- Each child will become acquainted with traditional childen's literature.
- Each child will develop an understanding between fantasy and reality.
- Each child will be exposed to a comprehensive collection of Mother Goose literature.

Art

Make Humpty Dumptys out of paper bags and/or construction paper
Make costumes
Diarama of favorite stories or poems
Mural of favorite nursery rhymes
Map of Gingerbread Man's route or Peter Rabbit's route
Make a Mother Goose Tree
Directed drawings:
- Little Pig
- Humpty Dumpty
- Mary Had a Little Lamb
- Peter, Peter Pumpkin Eater
- Hickey Pickety
- My Black Hen

Music

Hickory Dickory Dock
Teddy Bear
Where is Thumbkin?
Old Mother Goose
Skip to My Lou

Physical Education

Skip to My Lou
Jumping Jacks
Little Miss Muffet
Jack be Nimble
- You will need: any number of children, about 5 minutes playing time and small objects to put in front of the children.
- Each child stands behind a small object which is an imaginary candlestick. All recite:
  - Jack be nimble,
  - Jack be quick,
  - Jack jump over the candlestick. (Jump over imaginary candlestick.)
- Repeat, jumping backward.

Peas Porridge Hot
- You will need: at least two children and about 10 minutes playing time.
- The children pair off, facing each other in a sitting position and recite:
  - Peas porridge hot, (clap hands on knees)
  - Peas porridge cold, (clap hands together)
  - Peas porridge in the pot (clap hands against partner's)
  - Nine days old. (clap hands back on knees)
  - Some like it hot, (clap hands together)
  - Some like it cold, (clap right hand against partner's)
  - Some like it in the pot, (clap left hand against partner's)
  - Nine days old. (clap both hands against partner's)

Activity Centers

All kinds of Mother Goose books
Make tarts ("Queen of Tarts")
Shoe tying ("Old Woman's Shoe")
Filmstrip stories
Puzzles
Classify pictures of reality and fantasy

Group Activities

History of Mother Goose
Group "Echo" Game
Note difference between books, records, and films of favorite stories (i.e., Snow White, Cinderella)
What is a story?
Develop rhyming skills

I rhyme with sled.
You sleep in me.
What am I? (bed)

I rhyme with moon.
You eat with me.
What am I? (spoon)

I rhyme with sing.
You wear me on your finger.
What am I? (ring)

I rhyme with take.
Father uses me in the garden.
What am I? (rake)

I rhyme with third.
You see me singing.
What am I? (bird)

I rhyme with tan.
You use me on a hot day.
What am I? (fan)

I rhyme with tea.
Boats sail on me.
What am I? (sea)

I rhyme with goat.
You wear me.
What am I? (coat)

I rhyme with see.
A cat can climb me.
What am I? (tree)

I rhyme with blow.
Farmers find me in their cornfields.
What am I? (crow)

I rhyme with kittens.
When it is cold you wear me.
What am I? (mittens)

I rhyme with silk.
You drink me.
What am I? (milk)

I rhyme with book.
Your daddy uses me when he's fishing.
What am I? (hook)

I rhyme with town.
You see me in the circus.
What am I? (clown)

I rhyme with hat.
You use me to play ball.
What am I? (bat)

I rhyme with make.
You like to eat me.
What am I? (cake)

I rhyme with talk.
You use me on the blackboard.
What am I? (chalk)

I rhyme with rake.
Sometimes I have candles for your birthday.
What am I? (cake)

I rhyme with old.
Mary had me last winter.
What am I? (cold)

I rhyme with block.
People use me to tell time.
What am I? (clock)

I rhyme with pool.
I go there every day.
What am I? (school)

I rhyme with floor.
People buy things in me.
What am I? (store)

I rhyme with mouse.
You live in me.
What am I? (house)

I rhyme with made.
You use me in a garden.
What am I? (spade)

I rhyme with new.
I am a color.
What am I? (blue)

I rhyme with hope.
You use me to wash your hands.
What am I? (soap)

I rhyme with black.
You hammer me.
What am I? (tack)

I rhyme with cat.
I am at your door.
What am I? (mat)

I rhyme with riddle.
People play music on me.
What am I? (fiddle)

I rhyme with see.
You like to climb me.
What am I? (tree)

I rhyme with tattle.
Baby plays with me.
What am I? (rattle)

I rhyme with Texaco.
I am a country.
What am I? (Mexico)

I rhyme with Ben.
Mother writes with me.
What am I? (pen)

I rhyme with care.
You comb me.
What am I? (hair)

I rhyme with door.
You walk on me.
What am I? (floor)

I rhyme with well.
You can hear me ring.
What am I? (bell)

I rhyme with car.
I shine in the sky.
What am I? (star)

I rhyme with nimble.
I am used in sewing.
What am I? (thimble)

I rhyme with tree.
You bend me when you sit down.
What am I? (knee)

I rhyme with dozen.
I am related to you.
What am I? (cousin)

I rhyme with man.
You use me on a hot day.
What am I? (fan)

I rhyme with dream.
You find me at the top of the milk bottle.
What am I? (cream)

I rhyme with chain.
You ride on me.
What am I? (train)

I rhyme with horn.
You can eat me.
What am I? (corn)

I rhyme with sing.
I wear a crown.
What am I? (king)

I rhyme with band.
You build castles with me at the shore.
What am I? (sand)

I rhyme with tar.
I go fast.
What am I? (car)

I rhyme with bag.
Every morning at school you salute me.
What am I? (flag)

I rhyme with best.
Some birds build me in a tree.
What am I? (nest)

I rhyme with stop.
I spin round and round.
What am I? (top)

I rhyme with drum.
I grow on a tree.
What am I? (plum)

I rhyme with fellow.
I am a color.
What am I? (yellow)

I rhyme with soon.
You see me at night.
What am I? (moon)

I rhyme with stool.
You can swim in me.
What am I? (pool)

I rhyme with plate.
You use me to go fast.
What am I? (skate)

I rhyme with bear.
I am a fruit you like to eat.
What am I? (pear)

I rhyme with able.
We eat on it every meal.
What am I? (table)

I rhyme with log.
I live in a pond.
What am I? (frog)

I rhyme with snow.
You wear me at your neck.
What am I? (bow)

I rhyme with go.
I come in the winter time.
What am I? (snow)

I rhyme with bow.
I give milk.
What am I? (cow)

I rhyme with lock.
You look at me to find out the time.
What am I? (clock)

I rhyme with hill.
You take me when you are sick.
What am I? (pill)

I rhyme with up.
You can drink from me.
What am I? (cup)

I rhyme with skirt.
You wear me.
What am I? (shirt)

I rhyme with tree.
I give you honey.
What am I? (bee)

I rhyme with truck.
I swim with webbed feet.
What am I? (duck)

I rhyme with sneeze.
Mice like to eat me.
What am I? (cheese)

I rhyme with bee.
I have branches and leaves.
What am I? (tree)

Creative Dramatics

Act out favorite Mother Goose character
Choral readings
Make up own versions of favorite stories

Poems and Flannel Board Stories

The Big Big Turnip

A farmer once planted a turnip seed. And it grew and it grew and it grew. The farmer saw it was time to pull the turnip out of the ground. So he took hold of it and began to pull.

He pulled and he pulled and he pulled and he pulled. But the turnip wouldn't come up.
So the farmer called to his wife who was getting dinner.
Fe, fi, fo,fum
I pulled the turnip
But it wouldn't come up.

And the wife came running, and she took hold of the farmer, and they pulled and they pulled and they pulled and they pulled. But the turnip wouldn't come up.

So the wife called to the daughter who was feeding the chickens nearby.
Fe, fi, fo, fum
We pulled the turnip
But it wouldn't come up.

And the daughter came running. The daughter took hold of the wife. The wife took hold of the farmer. The farmer took hold of the turnip. And they pulled and they pulled and they pulled and they pulled. But the turnip wouldn't come up.

So the daughter called to the dog who was chewing a bone.
Fe, fi, fo, fum
We pulled the turnip
But it wouldn't come up.

And the dog came running. The dog took hold of the daughter. The daughter took hold of the wife. The wife took hold of the farmer. And the farmer took hold of the turnip. And they pulled and they pulled and they pulled and they pulled. But the turnip wouldn't come up.

The dog called to the cat who was chasing her tail,
Fe, fi, fo, fum
We pulled the turnip
But it wouldn't come up.

And the cat came running. The cat took hold of the dog. The dog took hold of the daughter. The daughter took hold of the wife. The wife took hold of the farmer. The farmer took hold of the turnip. And they pulled and they pulled and they pulled and they pulled. But the turnip wouldn't come up.

So the cat called the mouse who was nibbling spinach nearby.

Fe, fi, fo, fum
We pulled the turnip
But it wouldn't come up.

And the mouse came running. "That little mouse can't help," said the dog. "He's too little." "Phooey," squeaked the mouse. "I could pull that turnip up myself, but since you have all been pulling I'll let you help too."

So the mouse took hold of the cat. The cat took hold of the dog. The dog took hold of the daughter. The daughter took hold of the wife. The wife took hold of the farmer. The farmer took hold of the turnip. And they pulled and they pulled and they pulled and they pulled. And up came the turnip.

And the mouse squeaked, "I told you so!"

The Runaway Cookies

1. The cookie jar people
   Hopped out one night
   When the cookie jar lid
   Was not on tight.

2. The gingerbread man
   Opened raisin eyes
   And looked about
   In great surprise.

3. The frosted bunny
   Twinkled his nose
   And danced around
   On his cookie toes.

4. The sugary duck
   Began to quack
   And shake the sugar
   Off his back.

5. The cinnamon bear
   Could only grunt
   For he was too fat
   To do a stunt.

6. The coconut lamb
   Jumped up so high
   That his little white tail
   Flew toward the sky.

7. They were all so happy
   To be at play
   That they danced and danced
   And danced away.

8. They danced away
   So very far
   That they never came back
   To the cookie jar.

Finger Plays

This Little Dog

This little dog said, "Let's go out and play." (hold up hands)
This little dog said, "Let's run away." (hold up 1st finger)
This little dog said, "Let's stay out til dark." (hold up 2nd finger)
This little dog said, "Let's bark, and bark, and bark." (hold up 3rd finger)
This little dog said, "Let's run all the way home." (hold up little finger)
(Children quickly put both hands behind backs as all the little dogs run home.)
(Children wiggle fingers as the dog "talks.")

Playing Grandma

These are grandma's glasses. (fingers around eyes)
This is grandma's cap. (fingers pointed on head)
This is how she folds her hands. (hands folded)
And puts them in her lap.

Hickory Dickory Dock

Hickory, dickory dock (large or small movements, swinging hands or arms)
The mouse ran up the clock, (fingers running up arm)
The clock struck one, (clap hands together)
The mouse ran down, (fingers running down arm)
Hickory, dickory, dock. (repeat movements of first line)

This Old Man

This old man, he played one, (hold up one finger)
He played knick-knack on his drum (pound fists together in rhythm)
With a knick-knack, paddy-wack, (pound fists together)
Give a dog a bone, (make throwing motion with hands together)
This old man went rolling home. (make motion with hands to indicate rolling)

Other verses—
Two—on my shoe
Three—on my knee
Four—on my door
Five—on my hive
Six—on my sticks
Seven—up to heaven
Eight—on my gate
Nine—on the line
Ten—once again

Gingerbread Man

Stir a bowl of gingerbread
Smooth and spicy brown.
Roll it with a rolling pin
Up and up and down.
With a cookie cutter,
Make some little men.
Put them in the oven
Until half-past ten.

Resource People and Field Trips

Storyteller from public library

Math Reinforcement Activities

Estimating
Create patterns
Mother Goose calendar

Science

Books and Stories

Books
Mother Goose and Nursery Rhymes by Reed
Mother Goose by Wildsmith
Tall Book of Mother Goose by Rojankovsky
Mother Goose by Tudor
Book of Nursery and Mother Goose Rhymes by de Angeli
In a Pumpkin Shell by Anglund
Johnny Crow's Garden by Brooke
Real Mother Goose by Wright

This is the House That Jack Built

This is the house that Jack built.

This is the malt,
That lay in the house that Jack built.

This is the rat,
That ate the malt,
The lay in the house that Jack built.

This is the cat,
That killed the rat,
That ate the malt,
The lay in the house that Jack built.

This is the dog
That worried the cat,
That killed the rat,
That ate the malt,
That lay in the house that Jack built.

This is the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt,
That lay in the house that Jack built.

This is the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worriad the cat,
That killed the rat,
That ate the malt,
That lay in the house that Jack built.

This is the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt,
That lay in the house that Jack built.

This is the priest all shaven and shorn.
That married the man all tattered and torn,
That kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That tossed the dog,
That worried the cat,
That killed the rat,
That ate the malt,
That lay in the house that Jack built.

The Story That Was Too Big

Tommy Ball liked to tell big stories. Many of his stories were about things he had seen when hewas all alone. He just made them up.

Sometimes Tommy made his story so big that no one could believe it. His mother could not believe it. That was very bad. She said so.

Tommy's daddy laughed about the stories. He said, "Some day Tommy will find out it is better not to make a story too big."

One day Tommy and his Uncle Jack were out walking. They were talking about dogs.

"I wish dogs could talk," said Uncle Jack.

"I saw one that could talk," said Tommy. "It could talk and laugh. I heard it talking and laughing." Tommy was telling another big story.

Uncle Jack never believed Tommy's stories, but he never said so. The two went on walking and talking.

"It was a big dog," said Tommy. "It was as big as a calf."

"That was a big dog," said Uncle Jack.

"It was bigger than a calf." Tommy said. "I believe it was bigger than a cow. I believe it was as big as an elephant."

"Yes, I know it was, Uncle Jack. I saw it and I talked to it. It was much bigger than our cow." Tommy's stories got bigger and bigger as he was telling them.

"Some stories are very hard to believe," said Uncle Jack.

"It was a funny looking dog," Tommy said. "It was purple all over."

"Purple!" cried his uncle. "A purple dog that is bigger than a cow is very strange. Maybe it was a violet dog. Did you get a good look at it?"

"Yes, I saw it and heard it," said Tommy. "I heard it talking and laughing. It talked to me and it was purple."

"A strange story!" said Uncle Jack.

The two went walking along.

Uncle Jack looked at Tommy, and said, "One part of the story is very strange. Did you really see that dog?"

"Yes, really, Uncle Jack," said Tommy.

"And was it really bigger than a cow, and was it purple?" asked his uncle.

"It was bigger than a cow," said Tommy. "It was as big as an elephant. It was purple and it did talk to me."

"A purple dog that could talk!" said Uncle Jack.

"That's the strange part of the story. It is as hard to believe as the story about that bridge that we will soon see."

"What bridge, Uncle Jack?" asked Tommy.

"A little red bridge," said Uncle Jack. "We will go over it on the way home. It looks just like many other bridges, but there is a strange story about it."

"What is it, Uncle Jack?" Tommy asked. "I'd really like to hear the story."

"It isn't much of a story," said his uncle. "The strange part is what the bridge does."

"What does it do?" asked Tommy. "I'd like to know."

"I really don't know," said Uncle Jack. "I have never seen it do anything, but they say it does a strange thing."

"What?" Tommy asked.

"Do you really want to know?" his uncle asked.

"Yes, Uncle Jack." said Tommy. "I'd really like to know."

"If a story isn't true,they say that the bridge finds it out," said Uncle Jack.

"I'd like to know how it can do that," said Tommy.

"So would I," said his uncle. "But they say the bridge does just that."

"If a man tells anything that isn't true, the bridge finds it out that very day. It will not let the man go across it."

"How can it stop him?" Tommy asked.

"I don't really know," said his uncle. "That is the strange part of the story. They say the bridge lets the man get on. Then down it goes into the water."

Tommy did not like that part of the story.

"How does the man get out?" he asked.

"They say that the one who goes down is never seen again," said Uncle Jack.

Tommy wasn't happy now. He walked along a little way behind his uncle. Tommy wanted to say, "The story isn't true," but he was afraid to say it.

"Uncle Jack!" Tommy called. "I'd like to know more about that bridge. If I tell a story that isn't true, will the bridge let me go across it?"

"They say it goes down with the one who tells what isn't true," said his uncle.

Again Tommy kept still. He wanted to think about what he had better do. He began to be afraid of the bridge.

"Is it far to the bridge?" Tommy asked.

"No, it isn't far," said Uncle Jack. "Just a little way down this road. You can't see the bridge from here because the road makes a turn. But you can see the turn, Tommy. Come along. We will soon be there."

That wasn't what Tommy wanted to hear.

Tommy kept as far back as he could. He was really afraid of that bridge. He wasn't going across if he could help it.

"Uncle Jack!" he called out. "I think my shoe is coming off!"

Then he sat down in the road. Uncle Jack went back to look at the shoe.

"The shoe looks all right to me," he said. "Look, Tommy! You can see where the bridge begins. It begins right at the turn in the road."

Tommy's uncle went on down the road. Tommy got more and more afraid. He could begin to see the bridge now. The turn in the road wasn't far away.

"Uncle Jack!" he called. "I think I had better go home now. I'd like to go back the way we came."

"Isn't this way good?" asked Uncle Jack. "This road goes right across the bridge. It will be fun to go across it. We are not afraid of it."

Tommy kept far behind his uncle now. He wished he could take back all the big stories he had ever told. Tommy wanted Uncle Jack to stop, but his uncle kept right on going. Something had to be done right away.

"Uncle Jack!" Tommy cried. "I'd like to tell you something. That dog wasn't as big as an elephant. It wasn't bigger than a cow. I guess it wasn't as big as a calf."

Uncle Jack did not turn around, but he waited for Tommy to come up to him.

"Tommy, it is a good thing you told me that," said Uncle Jack. "Here is where the bridge begins."

They had come to the turn in the road. Tommy saw the bridge right before him. How high over the water it stood! What if it went down with him! What would Uncle Jack tell his mother? Uncle Jack was on the bridge now. He was really going across it. Tommy got more and more afraid. Why had he ever told that story?

Uncle Jack was across the bridge now.

"Come on, Tommy!" he called. "You are not afraid, are you?"

"Wait, Uncle Jack!" Tommy said, "I'd better tell you something. That story about the purple dog isn't true. That dog wasn't big and it wasn't purple. I never heard it talk or laugh. I just made up that story."

"It is a good thing you told me that," said Uncle Jack.

"Now will it be all right for me to go across the bridge?" asked Tommy.

"I think so," said Uncle Jack.

And so it was.

Films

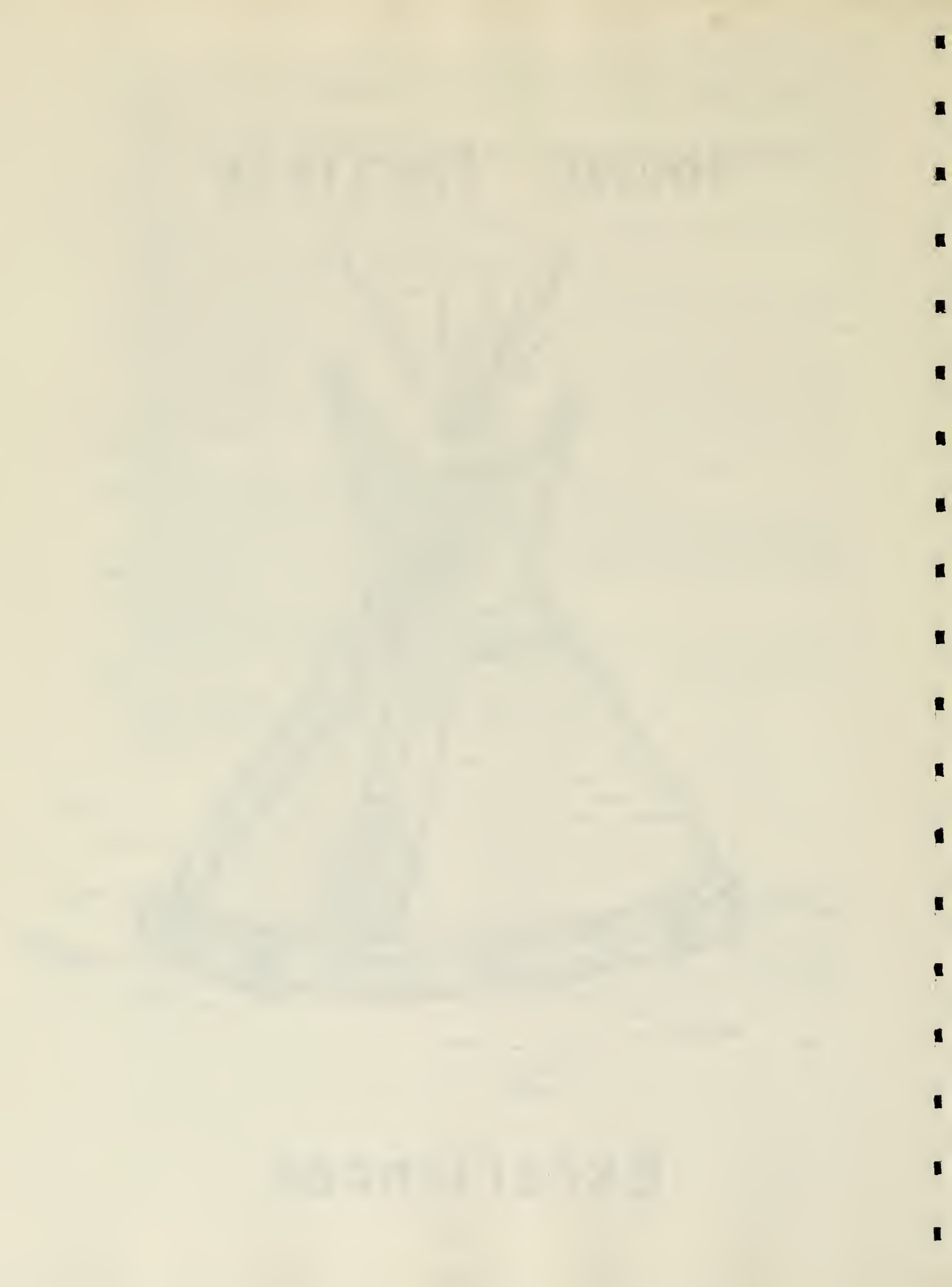
Books and Their Care

Bulletin Board Ideas

1. Prepare a bulletin board of nursery rhyme pictures. Refer to these pictures when saying nursery rhymes with the children.
2. Divide a bulletin board into sections. The children can paint several pictures of different nursery rhymes. These paintings can then be placed on the bulletin board with the appropriate title attached.

Indian Heritage

Experiences



Montana's Indian children are a unique group within their native land. The following suggestions are offered to help promote and develop in Indian children a positive self-concept under the premise that children will learn best if they feel they are capable and worthy persons. Pride and respect in children toward Indian identity can be fostered by providing, in a positive manner, curriculum experiences based on Indian background.

Cultural Values

Each tribal group within Montana varies in cultural beliefs and values. Therefore, the employing of a local professional/para-professional consultant for the classroom is suggested (when the teacher is non-Indian) to interpret traditions and values of the local Indian tribe and to assist Indian children in the classroom with bilingual problems.

The teacher should make an effort to become involved in local affairs and participate in local functions to gain a deeper understanding of the people and their particular traditions and life styles.

Examples of classroom experiences are:

- Learning to share in the group is part of a child's kindergarten experience. Discuss sharing as an integral part of Indian tribal life.
- Make button spinners, clay pots, art objects, creative drawings so each child has an object to give another.
- Discuss and plan a "give away" celebration (all tribes) or adapt to a sharing occasion according to local tribal customs.
- Legends were often used to teach moral values, social behavior and responsibilities in Indian life. Many of the stories can be told to kindergarten children and can be used for creative drawings. Recall and sequencing experiences can be given children by having them retell the stories. Dramatizing can also be used in retelling of tribal myths. It is important not to infringe on sacred religious concepts.
- Reverence for and conservation of nature can be emphasized, as well as respect for elders and parents and acceptance of responsibilities, by reading stories such as *Indian, Indian; Indian Two Feet and His Horse; Indian Two Feet and His Eagle Feather;* or *The Mighty Hunter.* Use in discussions, creative drawings, dramatizations and make flannel board stories for the children to see in retelling the stories. (See the resource list at the end of the Indian Heritage section.)

Cultural Heritage

Since much of our heritage is handed down from generation to generation through the following types of activities, it is suggested that the teacher incorporate some of the activities into the everyday classroom routine as a means of assisting in perpetuating the Indian children's heritage.

Music.

Use songs, drumming, dancing (war dancing, round dancing). Children can make individual drums from cans and rawhide or inner tube covers laced with leather thongs. Use them for rhythm and coordination.

Legends.

Make flannel board stories and let children use them in retelling. Use in creative drawings and dramatizations. (See *Indian Culture Series* in the resource list in the Indian Heritage section.)

Language.

Sign language, written symbols, and spoken language can all be used to your advantage. If children do not speak their native language, they can learn a few simple words and perhaps some counting from one to ten. Simple stories can be written using picture language.

Games.

Cup and ball games, hoop games, snow snakes, dart games are easily adapted for this age group. (See *Indians of the Plains* in the resource list at the end of the Indian Heritage section.)

Food, Clothing, Dwellings, Dress Styles, Transportation.

Make tipis and travois. Purchase and re-paint plastic horses and buffalo for creative play periods. Make Indian dolls and cradle boards from scrap materials and plastic jugs or purchase Indian type dolls.

Indian dresses, head-dresses, and moccasins can be collected and used in dramatic play. A walk-in tipi can be made from an old sheet, or purchased canvas, and used in the housekeeping corner.

Science projects can include the drying of meat, the collecting of berries for cooking or drying, or the cooking of fry bread. This can be a good opportunity for parent participation in the classroom.

Knowledge of Indian Leaders, Past and Present

With the availability of authentic posters and post cards depicting famous Indian leaders, children should be exposed to the pictures so they can readily recognize many of their great leaders.

Present local leaders can be visited at work, particularly in their tribal councils, or the local leaders can be invited to the classroom. When learning about community helpers, include a tribal police officer as someone whom the child can trust and depend on. (See resource list at the end of the Indian Heritage section.)

Arts and Crafts

Beading, drum-making, quill work, bark work, designs, toy-making, tools, bone work, pottery, skin work, wood work, horn work—

Children can string their own necklaces using colored macaroni or large size trade beads.

Make dolls from scrap materials and dress in Indian clothing.

Make pots or bowls from natural clay, if available, or purchase from a supply house. Designs can be engraved and painted.

Necklaces can be made from crosscut sections of bone or antlers and designs painted on.

Headbands can be made from canvas, cloth or tagboard strips (use a section of elastic or string for tying). Stencil on or hand draw designs.

Local people who do beadwork and skinwork can be invited into the classroom to show their articles and discuss designs and methods. (See resource list at end of Indian Heritage section.)

Special Events

There should be some recognition and understanding of the special occasions that occur in the various tribal areas, just as Christmas, Thanksgiving, Lincoln's and Washington's birthdays are observed. It is suggested that the teacher become familiar with celebrations in the local areas and incorporate them in the classroom where possible. Respect should be given to children's absence due to cultural variations.

Use in the classroom:

Dramatizations, puppet stories, flannel board stories, mini-pageants, plays about buffalo hunts and powwows.

Recommendation

In addition to the general suggestions regarding programs for bilingual-bicultural kindergartens, the following is recommended:

Any school where there is a population of children of 15-20 percent or more who speak *as their primary language a language other than English* should provide a special program for those children. Such a program should contain the following:

1. A language arts curriculum (listening, speaking and readiness for reading and writing) should be provided in the primary language.
2. A good English-as-a-second-language program should be established to prepare readiness for transition to reading in English.
3. A program of concept development in mathematics and other content subjects should be taught in both languages for understanding until fluency in English is assured.

Resource List

Books

Ewers, John C. *Blackfeet Crafts*. BIA Publications Service, Haskell Institute, Lawrence, KA.

Hoebel, Adamson E. *The Cheyennes. Indians of the Great Plains*. Holt, Rinehart and Winston, Inc., San Francisco & Chicago, 1965.

Laubin, Gladys and Reginald. *The Indian Tipi*. Ballantine Books, Inc., New York, NY.

Lowie, Robert H. *Indians of the Plains*. The American Museum Science Books, The Natural History Press, New York, 1963.

Thomas, Charon, Compiler. *Culture-Based Curriculum for Young Indian Children*. 251 South 7th E. No. 1, Salt Lake City, UT.

Whiteford, Andrew Hunter. *North American Indian Arts*. Golden Press, New York, or Western Publishing Co., Inc., Racine, WI.

_____, *Good Medicine Books*. Box 429, Fort Macleod, Alberta, Canada.

_____, *The Legends of the Mighty Sioux*. Young Citizens of the Department of Public Instruction, University of South Dakota.

_____, *Wilderness Kingdom Cookbook*. Heese House of Printing, 716 2nd Ave., N., Saskatoon, Saskatchewan, Canada, 1972.

Bulletins & Manuals

A Kindergarten Curriculum Guide for Indian Children. Curriculum Bulletin 5, U.S. Bureau of Indian Affairs, Division of Curriculum & Program Review, Washington, D.C., June, 1970.

Art & Indian Children. Curriculum Bulletin No. 7, Institute of American Indian Arts, Santa Fe, NM, 1970.

Indian Culture Series. Folk stories, legends, buffalo day stories, Indian now stories, history and biography of Montana Indians. Montana Indian Publications, 517 Rimrock Road, Billings, MT 59102.

The Indian in the Classroom. Readings for the Teacher with Indian Students. Office of Public Instruction, State Capitol, Helena, MT 59620.

White, George M. *Craft Manual of North Western Indian Beading*. Ronan Pioneer Publishing, Ronan, MT 59864.

White, George M. *Craft Manual of North American Indian Footwear*. Mission Valley News, St. Ignatius, MT 59865, 1969.

Records and Tapes—Montana Indian Recordings

Canyon Records, 6050 North 3rd St., Phoenix, AZ 85012 (Crow, Cheyenne, Sioux, Chippewa)

Folkways/Scholastic, 906 Sylvan Avenue, Englewood Cliffs, NJ 07632 (Flathead, Cree, Blood, Blackfeet)

Indian Records and Supplies, Box 47, Fay, OK 73646 (Blackfeet, Cheyenne, Crow, Sioux)

Songs of the Redman, 506 Washington, Box 1686, Lawton, OK 73501 (Blackfeet, Northern Cheyenne, Crow, Chippewa-Cree)

Resource Individuals and Groups

Johnny Arlee, Arlee, MT 59821

Joe Little Coyote, Cheyenne Culture Committee, Ashland, MT 59003

Joe Medicine Crow, Box 249, Crow Agency, MT 59022

Ted Rising Sun, Busby, MT 59016

Earl Old Person, Blackfeet Tribal Council, Browning, MT 59417

Helen Ricker, Poplar Public Schools, Poplar, MT 59255

Minerva Allen, Hays-Lodge Pole Public Schools, Hays, MT 59527

Lydia Sutherland, Rocky Boy School, Box Elder, MT 59521

Office of Indian Child Services, Tri-State Tribes, Inc., 928 Broadwater Ave., Suite 212, Billings, MT 59102

Kyi Yo Indian Club, University of Montana, Missoula, MT 59812

Montana State University, Indian Studies Program, Bozeman, MT 59717

Museum of Plains Indians, Browning, MT 59417

University of Montana, Indian Studies Program, Missoula, MT 59812

Indian Education Resource Center, Great Falls Public Schools, P.O. Box 2428, Great Falls, MT 59403

Northwest Indian Reading Program, Northwest Regional Educational Laboratory, 300 5 W. 6th Ave., Portland, OR 97204

Tribal Councils

Blackfeet Tribal Council, Browning, MT 59417

Confederated Salish and Kootenai Tribes, Flathead Agency, Pablo, MT 59855

Crow Tribal Council, Crow Agency, MT 59022

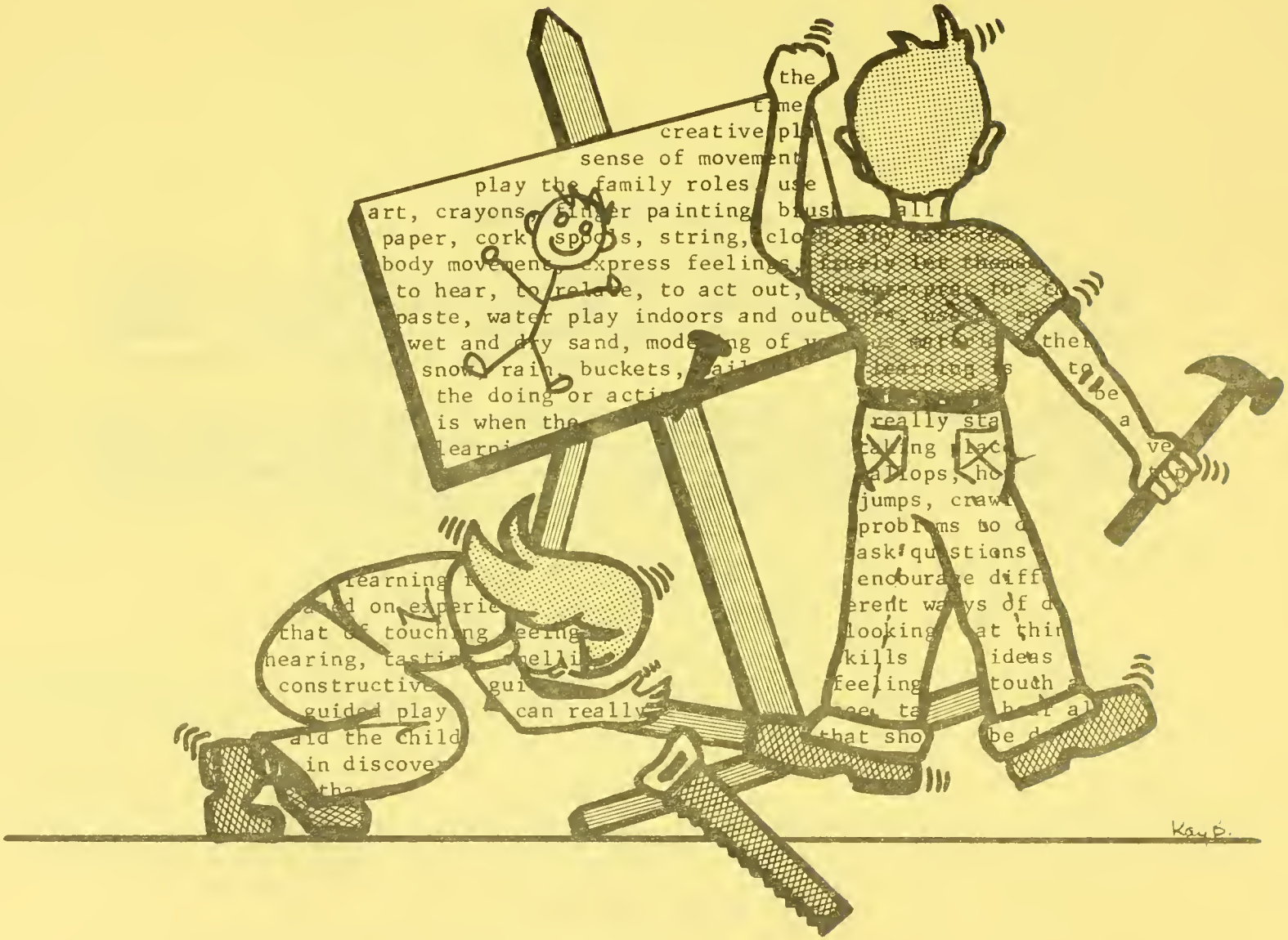
Northern Cheyenne Tribal Council, Northern Cheyenne Agency, Lame Deer, MT 59043

Tribal Council, Fort Belknap Agency, Fort Belknap, MT

Tribal Council, Fort Peck Agency, Poplar, MT 59255

Tribal Council, Rocky Boy Reservation, Rocky Boy, MT

...creative development



Creative Development

Creativity is not limited to art, music, drama, physical education or literature but underlies the entire program. Encourage the children to approach all experiences creatively. Ask questions, encourage different ways of doing or looking at things. Ask "How else do you think this can be done?"

Play can be used throughout the program as a vehicle for learning. Through constructively guided activities children gain new understandings and skills as they put their knowledge, ideas, and feelings into action. They learn positively because the learning is based on experience—touching, seeing, hearing, tasting, smelling.

Objective No. 1: *ART*— Express themselves to their satisfaction in different art media.

Expected Performance	Activities	Materials
a) Experiment with paints, crayons, finger paints (using one or several primary colors). Manipulate clay (making simple round or flat forms). b) Paint and color and do clay work with more representation and imagination. Create crude forms and simple detail.	*Brush painting.* Use paint, easels, or spread paper on table tops or on floor. For large mural painting tape large sheets of butcher paper to wall. Several children can work on one mural. *Gadget painting.* Use cut up sponges, or cut off ends of potato or carrot. Cut a simple design into potato. Dip into thick paint and press on paper. Also can print with empty thread spools, corks, plastic or wooden numerals or alphabet shapes. *Finger painting.* Use table top, table covered with oil cloth, shelf paper or special finger paint paper. Put finger paint in muffin tins, or place two dabs of paint on paper. *Crayons.* Use large crayons on paper, paper plates, paper sacks. *Crayon Resist.* Use crayons to heavily color. Brush over with very diluted tempera or water color. *Clay and Play Dough.* For storage, wrap in damp cloth or keep in plastic bag. Mold with small wooden rollers, tongue depressors, wooden hammers, seashells, cookie cutters, etc. *Collages.* Have children cut pictures from catalogs, magazines, torn or cut-up construction paper, old Christmas cards. Ribbons, sandpaper, fabrics, etc. can also be used. Paste pieces on larger sheets of paper or cardboard. Christmas stamps, yarn, small stones, beans, buttons, leaves, seeds, macaroni, pipe cleaners, cut-up straws, etc., can also be used. *Sand play.* Use wet and dry sand on different days. Use a watering can, water in a bucket, or a hose to dampen the sand. Set aside an area for digging deep and making mud. Have water handy for making mud, mixing "cement," creating rivers and dams. *Water.* Boards, wheel toys, boxes, fences and outside walls can be "painted" with water. *Snow.* Snow can be used for shoveling, modeling, rolling. *Rain.* Rain can be caught in buckets or in hands. *Indoor water.* Water can be used in sink or in bathtub. For table water play, put water in a plastic tub or in large containers. *Feather painting.* Either end of feather can be dipped into the paint.	12" brush with ¾" bristles Tempera paint Empty baby food jars Small milk cartons Butcher paper (large sheets) Newspaper Gadgets Sponges Potatoes Thread spools (empty) Tempera paint (thick) Water colors Muffin tins (small flat dishes to hold paint) Finger paint recipe (see gold section) Powdered clay Plastic bags Wooden rollers, tongue depressors, wooden hammers, seashells, cookie cutters Magazines, construction paper Christmas cards Ribbons Sandpaper Fabrics Cardboard Sandbox, sifting sieves Small shovels, scoops Muffin tins, pie pans Digging—rocks, board for building bridges, good shovels Water—egg beaters, wire whips, squirt bottles, measuring cups Shovel, bucket Large containers Feathers

Objective No. 1: (cont.) *ART*—Express themselves to their satisfaction in different art media.

Expected Performance	Activities	Materials
	Spatter painting with toothbrush. Place leaves or twigs on paper. Dip toothbrush into tempera and rub over piece of screening which is held above paper. Remove leaf or twig and spattered outline will remain.	Cigar box frame with wire screening, spatter paint (remove bottom of box, staple on piece of screening)
	String or yarn painting. Dip yarn or string into paint. Pull across paper in different directions.	Yarn and paint
	Glitter painting. Paint on paper. Sprinkle glitter on wet paint.	Salt shakers or empty cans of glitter
	Straw painting. Place drops of paint on paper. Blow the drops through a straw. Point straw in different directions to have paint spread.	Straws
	Cotton swab painting. Use Q-tips or cotton swabs to paint on paper.	Tempera paint, Q-tips, cotton swabs, paper
	Chalk with buttermilk. Wet paper with buttermilk. Draw on paper with colored chalk. Chalk takes on appearance of paint.	Paper, buttermilk, chalk
	Styrofoam sculpture. Cut pieces of styrofoam. Connect pieces with toothpicks to create different shapes. Paint.	Styrofoam, toothpicks, paint
	Sculpturing. Provide large pieces of ceramic clay or play dough. After child creates form, let it dry. It can then be painted with tempera paint to which Elmer's glue has been added. This gives it a shiny finish.	Clay or play dough, tempera paint and Elmer's glue
	Mobiles. Cut out shapes of construction paper, cut up Christmas cards or pieces of foam. Attach to clothes hanger or sticks with pieces of string.	Clothes hanger, Christmas cards, pieces of foam, string
c) Verbalize about paintings, clay work, etc. Value their work.	Encourage children to freely express their reactions to their experiences with the various media. (The activity and the experience of expressing their feelings about what has been done are more important than the aesthetic quality of the works produced.) Try to display their works where they and their peers can see them and talk about them. Let them take their works home so the family can have the opportunity to take pride in their demonstrated proficiency, and make a place for the works to be displayed. Title, description or story often given by the children and recorded by teacher or a picture or work of art.	Collect paintings and drawings to be sent home at one time. Put them in an art folder made for each child (large sheets of construction paper stapled together on three sides).

Objective No. 2: *ART*—Become aware of many things that can be made out of common materials.

Expected Performance	Activities	Materials
a) Improvise art objects out of scrap or craft materials such as paper sacks, egg cartons, berry baskets, etc.	*Paper sack puppets.* Shred old newspapers by tearing into small pieces. Stuff sack with shredded paper. Tie at neck. Draw face with felt pen. Glue on pieces of yarn for hair.	Paper sacks, newspapers Felt pen Yarn
	Paper sack Easter bunnies. Stuff neck. Paste on large paper ears. Draw or paste on eyes, nose, mouth.	Paper, paste
	Paper sack Halloween pumpkins. Stuff large sacks full and round. Paint orange. Paint tied end with small amount of green paint to look like a stem. Cut eyes and mouth from black paper; paste on one side of sack.	Sacks Tempera paint
	Baskets. Decorate plastic berry baskets with colored pipe cleaners, yarn or string. Make handle out of twisted pipe cleaners.	Berry baskets (plastic) Pipe cleaners, yarn, string
	Egg carton jewelry boxes. Mix tempera with white glue. Paint egg cartons and sprinkle with glitter.	Egg cartons, tempera, white glue
	Marcaroni beads. Paint macaroni (or rigatoni) in bright colors. Let dry, string on pieces of telephone cable or other type of wire.	Macaroni, rigatoni Telephone wire, other wire
	Airplanes. Hammer scraps of wood into airplane shapes. Paint and decorate.	Scraps of wood, paint
	Pine cones. Paint. Sprinkle with glitter.	Pine cones, paint, glitter
	Junk collages.	Junk—buttons, nails, bark, weeds, bottle caps, popcorn, etc.

Creative Development

Objective No. 3: *ART*—Become aware of how other people express themselves through art.

Expected Performance	Activities	Materials
a) Want tc share work with peers.	Children can share their products with those in the class.	
b) Want to share with and appreciate work of others.	Members of community, and the teacher, can share their appreciation and products. Painters, architects, potters, sculptors, landscape gardeners, interior decorators, photographers, window dressers, etc.	

Creative Development

Objective No. 1: *MUSIC*—Express themselves to their satisfaction using sound and rhythm.

Expected Performance	Activities	Materials
a) Gallop, jump, walk, sway, etc., in motoric response to music and rhythm.	Provide space for rhythmic movements indoors and outdoors. Rhythmic activities help children develop bodily control as well as a sense of rhythm.	Records *Indian Chants, Mexican Folk Songs, Spanish and Mexican Folk Music of New Mexico,* "Echoes of Africa" in *Folk Songs of the Americas*
	Use records, piano, drums, autoharp, voice, to present music that has a regular rhythm that is easily followed. Let children respond in their own ways—walking, hopping, whirling, galloping, jumping, skipping, running, swinging, tiptoeing, rocking, sliding.	Clap your hands to the tune of "Row, Row, Row your Boat." Instruments Drums, rhythm sticks, maracas
	Have children move to the music when they are playing an instrument. Have them feel the beat when they are clapping their hands, snapping their fingers, clicking their tongues, tapping their feet, or swinging their arms.	
	Have the children lie on the floor as limp as a rag doll while a short record is being played. Then have them roll over on hands and knees and start to grow taller and taller as the sound of the music grows louder. Then have them suddenly flop and go all the way down.	
	Provide scarves, balloons or paper streamers for creative rhythmic activities.	Scarves, balloons, paper streamers
b) Sing simple songs and recognize simple melodies. Experiment with real or improvised instruments.	Use a variety of songs—songs about everyday experiences, holiday songs, counting songs, cowboy songs, action songs, folk songs, songs about pets and other animals, nonsense songs, Mother Goose rhymes, Dr. Seuss songs. (Songs should be brief, simple, melodious. Words should be easy for children to use.)	
	Let children use real instruments—drums, guitars, pianos, autoharps, xylophones, chromatic bar bells, maracas, tambourines, etc.	
	Let children help create their own instruments—drums, maracas, rhythm sticks, jingle claps, plate shakers, etc.	Shakers Sand blocks

Creative Development

Objective No. 1: *MUSIC*—Express themselves to their satisfaction using sound and rhythm.

Expected Performance	Activities	Materials
	Fill several glasses with different levels of water. When they blow into the glasses they will hear different sounds. They can blow into empty pop bottles and create sounds. Have children walk around the room striking different surfaces. Talk about the different sounds, "Is it a low tone or a high tone?" Give the children soft scarves or crepe paper streamers. Ask how many ways they can sway the scarf or streamer as a rhythmic record is played. Play a classical record on record player. Set out paper and paint or crayons. Children can paint or draw in response to how the music makes them feel. Tape record original songs that are created by the children—songs that are made up by one child or by a group of children, or new verses that are created for songs they already know.	Records *The Nutcracker Suite, Pictures at an Exhibition, Carnival of Animals, Peter and the Wolf*
c) Respond to rhythm with increasing spontaneity and creativity. Create songs during play. Sing with greater voice control.	Have children explore different ways of moving their bodies rhythmically by suggesting that they figure out how many ways they can get from one spot to another (creeping, rolling, etc.), how many ways they can roll their bodies, how many parts of their bodies they can swing. Can they crawl like a snail, gallop like a horse, jump like a horse, jump like a Jack-in-the-box, fly like a bird?	

Creative Development

Objective No. 2: *MUSIC*—Learn to recognize changes in tempo, dynamics, rhythm, tone.

Expected Performance	Activities	Materials
a) Experiment with combinations of tones on instruments.	Provide drums in graduated sizes so children can explore the different qualities of sound that can be produced.	Drums
	Have children hold small instruments such as triangles and tambourines in different positions, in order to discover how to get the best sound.	Triangles, tambourines
	Have children discover that the thicker strings on a guitar make a lower, deeper sound and the thin strings are the high notes. Show them what the back of a piano looks like and that the thick wires make the low tones and the thin wires are the high tones.	Guitar, piano
	Allow for lots of individual experimentation of each instrument with and without musical accompaniment.	
b) Reproduce sounds and rhythmic patterns.	Use songs, games, nursery rhymes that encourage rhythmic movement. Have children clap the beat while singing, walk the beat while singing, and walk and clap the beat while singing.	Children sit facing each other. Partners rock back and forth to the beat while singing "Rub-a-dub-dub."
c) Identify the mood of the music.	Play or sing a song in different keys and tempos.	Songs— "A visit to my little friend" or "To move is to be"

Creative Development

Objective No. 1: *DRAMATIC PLAY*—Express ideas and feelings in actions and words.

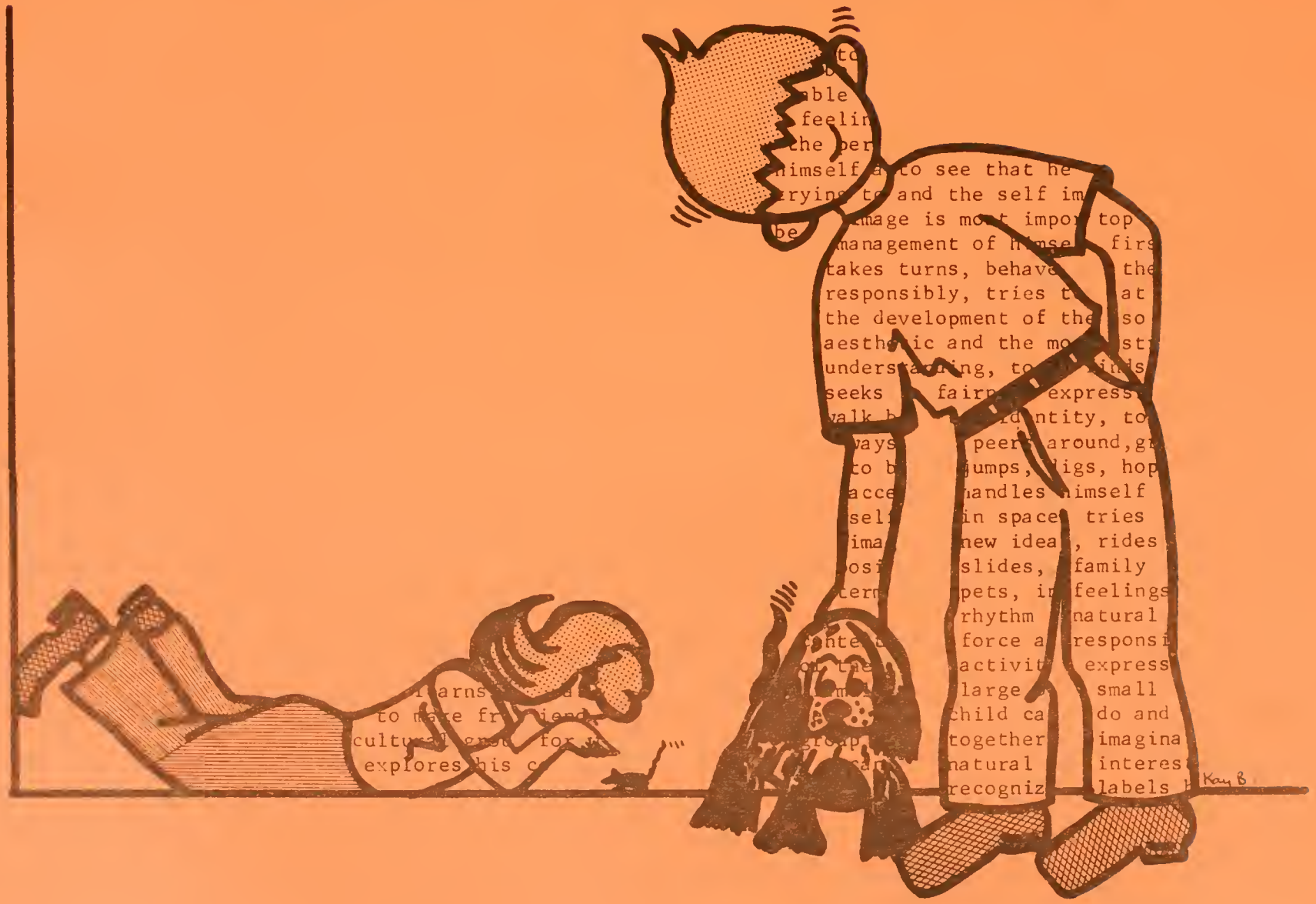
Expected Performance	Activities	Materials
a) Initiate spontaneous dramatic play with peers recreating familiar scenes and roles. b) Role-play familiar scenes with familiar characters in a teacher-directed activity. Discuss characters and their feelings. c) Act out problem situations they're trying to understand; role-play the person they're trying to understand.	Provide space, materials, and time for dramatic play. If it is feasible, mark off one area or section of the room using a low, portable screen or bookcase. Since dramatic play grows out of the children's experiences, provide these experiences through field trips, contacts with people, books, stories, pictures, records. Read or tell a short story. Story should be about something the children do in their everyday living, or about things they are familiar with. Provide dress-up clothes or other accessories to encourage children to assume the roles of the different characters. Role-playing techniques can be introduced through use of pantomime games. Start the game by using gestures to show emotions, actions, feelings, and let children guess what you are doing. Then children can experiment using gestures without dialogue. Suggest that they pretend they are angry, sad, sleepy, surprised. They can pretend they are sweeping the floor, making beds, rolling out tortillas, etc. Introduce role playing when children need to prepare to meet a new situation. (Doctor or nurse role playing situations can be set up before children are to be given health check-ups and after they have been to a clinic.) Reverse roles with the children in a dramatization. Let a child take your role, while you play the child's part. Have children reverse roles with other children. Action pantomime. Teacher tells story and models action. "Pretend you are a tiny seed sleeping in the ground." (Children curl up on the floor.) "Then the rain comes and then the sun shines. The seed starts to grow." (Children start to lift their arms up slowly.) "The tree is starting to grow taller and taller." (Children stand up tall, raising arms up as high as they can.) "Then it is a giant tree in the forest." (Children jump up high with arms raised.)	Boxes for cupboards or closets Pillow and small blanket Boxes and crates for stove, refrigerator, etc. (if using wooden crates put two together to fix the slats in solid). House or special hide-out can be a table covered with a blanket Dress-up clothes for boys and girls Lunch boxes, purses, dishes Suitcases, ironing boards Pots, pans, puppets, dolls For doctor-playing role Stethoscope, small flashlight, small carrying case For nurse-playing role Nurse's cap, white apron, plastic swizzle stick for hypo

Creative Development

Objective No. 2: *DRAMATIC PLAY*—Use imagination freely.

Expected Performance	Activities	Materials
a) Enjoy stories about the world of fantasy.	When children are ready to distinguish between fact and fantasy, introduce simple fairy tales. Stories about talking animals appeal to the three and four-year olds, while stories of fairies, giants and mythical heroes appeal to the five and six-year olds. (The children with emotional problems *may* not be able to handle fantasy.) Emphasize the difference between what really happens and what a fairy tale is, by starting out with "Once upon a time." Suggest different ways of looking at things. How does the furniture in the room look when you're upside down? How does the room look when you're standing on a ladder?	Costume ideas: Pirates—eye patch, hat Cowboys—hat, scarf for neck Superman—large triangle of cloth or scarf to be worn as a cape Queen—paper crown, long dress, jewels Princess—long dress
b) Indulge in fantasy play. Take on roles of make-believe characters.	Encourage children to act out some of the stories they hear by providing accessories such as puppets, simple costumes, large packing box to be used as a TV set. (Cut a large opening in the box through which the "actors" can be seen on screen. Box should be large enough for children to get into.)	
c) Make up stories about imaginary pets or friends.	Permit time for daydreaming. Give children many opportunities to think and speak creatively, to manipulate, to explore, and to experiment. Write down the children's stories and ideas. Make a "book" out of sheets of paper that are stapled together. Child can draw a cover page. Write stories, songs and poems in each book. Read the stories back to the children often.	

...social development



Social Development

Objective No. 1: *SELF-IMAGE*—Know physical self and have natural interest in the body.

Expected Performance	Activities	Materials
a) Self-identification	Have snapshots taken of all children. Hang snapshots on wall or on bulletin board. Paste picture of each child on a name tag that is pasted above coat hook. Or cut out magazine picture of boy or girl and paste on child's name tag. Encourage children to identify themselves in snapshots and to talk about themselves. Have children look in a mirror. Let children role-play parts of mother, father, cowboy, etc. Give children a place of their own in the classroom: a locker with each child's name on it; coat hooks with individualized name tags; a shoe box to put personal possessions in, something special for each child. Teacher should be aware that clothing and appearance affect the self-image of children.	Camera Mirror Magazines Books about boys and girls *Childcraft*, Vol. 14, *About Me* Tape Recorder
b) Are interested in identifying and naming parts of body—arms, legs, hands, feet, head, fingers, toes, eyes, ears, nose, mouth.	(Teacher): Point to part of the body and say, "This is my head. Touch your head." "This is my mouth. Touch your mouth." Continue with other parts of the body. When children have learned this, they just use commands, such as: "Touch your head, your hips, your legs, etc." Play games such as "Simon Says." Children can take turns being "Simon" and giving commands. Use singing games such as "Hokey Pokey" or "Looby Loo."	Records "I'm dressing myself" "Nothing to do" "I wish I were" Puzzles that emphasize parts of the body Books: *The Very Little Boy, The Very Little Girl* by Phillis Krasilovsky

Social Development

Objective No. 1: *SELF-IMAGE*—Know physical self and have natural interest in the body.

Expected Performance	Activities	Materials
c) Learn to associate parts of the body with functions, e.g., "I have two eyes and I see with them."	Place large sheet of butcher paper on floor. Child lies on sheet of paper. Either teacher or another child draws outline of child's body using marking pens or crayons. Child then gets up and uses marking pens or crayons or paints to draw in facial features, hair, clothes, etc. This can be done at beginning of school year and again at end to see how child's perception of self has changed and to see how much the child has grown.	Large sheets of paper, paints, brushes, marking pens, crayons, plaster of Paris, modeling clay Mirrors, magazines
	Cut up paper dolls. Have children re-assemble them.	Paper, scissors
	Collect different magazine pictures of body parts. Have children identify them. Acknowledge the fact that there are physical body differences in boys and girls.	
	Make prints of hands using paint. Have children make hand print or foot print in modeling dough which dries hard, or in soft plaster of paris which hardens.	Paint Modeling dough Plaster of Paris
	Trace outlines of hands and feet.	Books: *My Five Senses*, Aliki *Whistle for Willie*, Ezra Jack Keats

Social Development

Objective No. 2: *SELF-IMAGE*—Recognize, label, and express emotions in acceptable ways.

Expected Performance	Activities	Materials
a) Manifest such feelings as fear, anger, surprise, affection, happiness, sadness, without being able to label them verbally.	Using books and magazine pictures showing people manifesting different emotions, tell children about the pictures. In reading stories say something about how the characters feel. Comment on how the children feel, such as: "Bobby is sad because he misses his mother," or "Jane is angry because Sue grabbed her toy," thus giving the children labels for their feelings.	Old catalogs, magazines Camera Tape recorder Books: *Love is a Special Way of Feeling*, Joan Anglund *Sad Adam—Glad Adam*, Christopher Davis
b) Learn to identify feelings as happy, sad, fearful, surprised, angry and find acceptable ways to express them.	Ask children to dramatize how they act when they are happy, sad, angry, surprised. Have children cut out magazine pictures of people showing different emotions and have them paste pictures on a large sheet of construction paper. Label the pictures for the children. Have children make angry, happy, sad faces while looking in a mirror.	Mirror, puppets, paste Old catalogs and magazines Books: *Birthday for Frances*, Russell Hoban *Frances Face-Maker*, William Cole Songs:Sesame Street songs Dress-up clothes Dramatic play props Mirrors Puppets
c) Attempt to tell or show why they feel the way they do or what makes them feel sad, happy, fearful.	Using books and pictures with faces showing different emotions, ask children to tell how they think the person in the picture feels and why they think the person feels that way. Play a guessing game such as "Does that person feel happy, sad, puzzled?"	

Social Development

Objective No. 3: *SELF-IMAGE*—Express themselves verbally in positive terms.

Expected Performance	Activities	Materials
a) Are interested in verbalizing name and age.	Use children's names every time you speak to them. Encourage the children to say their own names and the names of the other children. Using manuscript form, write the children's names on all papers, pieces of art work, etc. Spell the names as you write them. Place name tags where the coats are hung, where art work is put. Use the names in songs where name substitutions can be made. Talk about the children's ages. When there is a birthday, have a small party in the school; one in which the child can have some special involvement such as putting frosting on the cupcakes or cookies.	Books: *When I Grow Up,* L. Lenski *The Growing Story,* R. Krauss Tape Recorder
b) Are aware of where they live.	Take walks in the neighborhood. Have children show where they live. Write each child's name on a large card. Under each name write each child's address. Pin cards on wall or bulletin board. Each day take down the cards and read them until the children familiar with their full names and addresses. Take children on walks around the neighborhood and visit a child's or teacher's home.	Books: *The Little House,* Virginia Burton *A House for Everyone,* B. Miles Pictures of different types Tagboard for name cards Blocks, doll house furniture Art supplies
c) Want to tell about the things they can do.	Display children's art work and anything they have built at the woodworking table. Let block towers and buildings stay up as long as possible. Give children the opportunity to verbalize about what they have done.	Tape recorder

Social Development

Expected Performance	Activities	Materials
	Take snapshots of the children climbing, riding trikes, throwing balls, playing with friends, feeding pets. Display the pictures where children can see them and talk about them. Bring objects from home to be displayed by children or a classmate of the week.	

Social Development

Objective No. 4: *SELF-IMAGE*—Learn to express social self in positive terms in context of family.

Expected Performance	Activities	Materials
a) Interested in nuclear family.	Have children draw pictures of family and relatives. Discuss pictures with children, having them verbalize who each member is. Note which member each child draws in greatest detail. Discuss how many sisters and/or brothers the children have. Ask what their names are. Use flannel board family.	Paper, crayons, paint Dolls Family hand puppets Housekeeping furniture Dress-up clothes Books: *And Now Miguel*, J. Krumgold *Happy Birthday to You,* Dr. Seuss
b) Interested in expanded family (cousins, aunt, uncles, grandparents and communal family).	Interested in verbalizing about grandparents, cousins, etc. Set up role playing situations with dress-up clothes.	
c) Enjoy verbalizing about where their place is in the family (relationship to parents and siblings and about the changing roles of different family members).	Have children paste cut-out paper outline figures of different family members on large sheet of construction paper to show structure of family. Larger size cut-outs for adult members of family, smaller figures cut out of tagboard for younger members of family. Print names of family members under each figure as each child tells you names. Set up dramatic play situations so children can have the opportunity to act out how they see roles of mother, father, siblings, etc. Emphasize child's own importance in the family.	Tagboard cut-out figures paper doll sized Paste Construction paper Housekeeping furniture Dress-up clothes Family hand puppets Books: *When You Were a Little Baby,* R. Berman; *The Little Girl and Her Mother,* B. DeRegniers *Whose Little Bird Am I,* L. Weisgard *Ask Mr. Bear,* M. Flack Finger play
d) Home ties are still paramount.	Parent involvement in the classroom: use parents as resource people to share their skills and interests.	

Social Development

Objective No. 5: *SELF-IMAGE*—Express self in the context of the peer group.

Expected Performance	Activities	Materials
a) Interested in friends at school.	To have children learn each other's names, have them sit on floor in an informal circle. Roll a ball to, or point to a child and have everyone sing, "I have a new friend whose name is Manuel." Roll a ball to, or point to the next child and have everyong sing, "I have a new friend whose name is . . .."	Ball
	Take pictures of class group. Pin on bulletin board where children can see them and talk about them.	Camera
b) Interested in friends away from school.	Have multi-ethnic pictures of children playing in parks, on city streets, in rural areas. Give children opportunity to talk about the pictures and to talk about what they do and who they play with when they are not at school.	Pictures, magazines Books: *A Friend is Someone Who Likes You,* J.W. Anglund

Social Development

Objective No. 6: *SELF-IMAGE*—Learn to make friends.

Expected Performance	Activities	Materials
a) Engage in parallel play with friends.	Use block play, doll play, sand box play to encourage socialization. Use rocking boat, table toys, outdoor equipment to encourage play.	Sand box, blocks Dolls Movie: *We Play and Share Together*
b) Engage in associative play with friends.	(Block play, dramatic play, doll house.) Play games in which many children can participate, such as "Musical Chairs," "Looby Loo," or "Simon Says."	Blocks Dolls and doll house furniture
c) Engage in social dialogue and cooperative play with friends.	Cooperative building and cooking activities with more social interchange involved. Also, games in which one child has a turn as a leader, such as "Follow the Leader."	Woodworking table Blocks Books on different people in the community
d) Make special friends. Are possessive at times and discriminate against those outside the group.	Help children bring outsiders into their small play groups by suggesting, "Jimmy can be the milkman and deliver the milk to you." "Mary can saw another piece of wood while you hammer on that board."	Hammer, nails, woodworking tools Dramatic play props Dress-up clothes

Social Development

Objective No. 7: *SELF-IMAGE*—Express social selves in the context of their cultural group.

Expected Performance	Activities	Materials
a) Enjoy identifying foods that are indigenous to their own culture.	Have pictures of foods that are characteristic of children's ethnic groups or cultures. At snack time or meal time, have children help prepare and serve some of these foods. For example, very young children can mix and roll out their own tortillas. Have a parent come in to cook a special food (lefse, fry bread, corn pone, etc.). Use parents as resource people to share skills and interests.	Magazines Food items Books: *Whistle for Willie,* Ezra Keats *Welcome Roberto: Bienvenido Roberto,* Mary Serfozo *In My Mother's House,* Ann Clark *Snowy Day,* Ezra Keats *Papa Pequeno: Papa Small,* Lois Lenski *Cowboy Small,* Lois Lenski *I am Here: Yo Estoy Aqui,* Rose Blue *Gilberto and the Wind,* Marie Ets *Black is Beautiful,* Ann McGovern *Juan and Juanita,* Sara Klein
b) Understand some of the language and speech patterns indigenous to their culture.	Sing songs in the language of the children's ethnic groups. Read stories in those languages. Have conversations with the children in those languages. Use records. Have bilingual parents come to school and use the other language. Point out that there are many languages in the world. Use books, records, etc., to illustrate.	
c) Interested in self in reference to race, religion, and culture.	Read stories about different kinds of people. Pin pictures on wall of people of different ethnic groups. Have different types of puppets (brown, black). Do not stress values that may be in conflict with home values. Teach the children about our diversified cultural heritage. Celebrate the special holidays in the pre-school program. Use records with the music of the children's groups. Have parents come to school and show special clothing and tell about special customs.	Puppets Records: *Songs in Spain for Children* *American Indian Tales for Children*

Social Development

Objective No. 8: *SELF-IMAGE*—Explore community and observe the activities of people who live and work in the community.

Expected Performance	Activities	Materials
a) Recognize familiar places and faces in neighborhoods where they live.	Take children on walks around neighborhood. Visit their homes and perhaps the teacher's home, too.	
b) Recognize pictures of and verbalize about places visited.	Take children on visits to the fire station, post office, library, museum, stores, shopping center, service station, neighborhood health clinic.	Books: *Fireman Small,* L. Lenski Walck
	Use pictures of community workers, read books about fire stations, firemen, supermarkets, doctors, policemen, etc.	Community worker puppets Community worker pictures Blocks
	Have children build service stations, fire houses, farms, ranches, etc., using blocks and community worker dolls and puppets.	
c) Engage in an activity which causes awareness of community, state, nation and the world.	Use the picture on the front page of the newspaper to discuss events happening in the world. This activity would take place along with the discussion of the calendar each day.	Front page of the newspaper

Social Development

Objective No. 1: *SELF-MANAGEMENT*—Learn how to cope with emotions.

Expected Performance	Activities	Materials
a) Act out such feelings as anger, fear, surprise, joy, impulsively.	Help children understand what their feelings are by *telling* them what their feelings are, and by helping channel them in an acceptable manner. Clay work, hammering, large motor activity are all acceptable ways of working off angry feelings. When reading, stop and discuss feelings of characters in stories. Use books such as *Where the Wild Things Are,* by Maurice Sendak. Let the children make-believe they are "the wild things."	Books: *Where the Wild Things Are*, M. Sendak *Caps for Sale*, Esphyr Slobodkina *Curious George,* H.A. Rey Woodworking table Sand table Props for dramatic play Puppets Dress-up clothes
b) Verbalize feelings. Relate feelings to their causes.	Set up dramatic play situations where the children act out feelings. Use dress-up clothes, puppets. Have children act like a ferocious lion, a timid kitten, a happy clown. Help children understand it is normal for them to feel the way they do by commenting, "It's OK to feel sad when you lose something or someone important to you" or "I know you are angry with Sue because she knocked down your block tower."	
c) Interact appropriately with environment as they mature and gain personal-social experiences.	Encourage small groups of children to help plan the day's activities. When children are sharing something interesting they have done or seen with the group, the teacher can help prevent having a few children dominate the situation with a simple reminder such as, "You have told us about one thing, now another child needs a turn to tell us something."	

Social Development

Objective No. 2: *SELF-MANAGEMENT*—Develop a sense of autonomy.

Expected Performance	Activities	Materials
a) Develop independence in making own decisions and initiate own activities.	Help children to develop trust in themselves and in others by giving them warmth and understanding and helping them feel secure. Respect the statement, "I can do it myself." Play "I can do it myself" games. Let children demonstrate their ability to do such things as put on a jacket, put away toys, etc.	
b) Help initiate activities as part of a small group.	Give children opportunities to make choices within limits. Give them the opportunity to be the leader of a small group activity such as leading the game "Simon Says." On the playground, put out jumping or lassoing ropes, balls, wheel toys, etc. Allow children opportunity to set up their own games.	Jump rope Lasso rope Balls Wheel toys
c) Seek out new experiences independently. Request assistance from peers as well as adults when needed.	Respect children's desires to make choices but also give them the security of knowing that there are specific limits, that there are some rules that have to be enforced by adults, that the teacher will provide the guidance and security needed.	

Social Development

Objective No. 3: *SELF-MANAGEMENT*—Share and take turns.

Expected Performance	Activities	Materials
a) Grab, hoard, want to be first.	Set up parallel group play with each child using identical materials such as clay, puzzles, manipulative table toys. Assure the child that turns will be taken with a statement such as, "A turn for you, too" or "I will call you for a turn soon." Use a simple game for learning to take turns. Have 4 or 5 children wait while each one gets a turn to jump over a block or other flat toy. Use name substitution in nursery rhyme, "Jack be nimble, Jack be quick, Jack jump over the candle stick."	Clay Puzzles Manipulative table toys
b) Develop patience in waiting their turn and in having gratification delayed.	Assure children their turn will come next or soon and make sure it does so they can develop trust. Set up a system of taking turns riding trikes, using paint easels, listening to records, etc. Write children's names on a list, hang it on the bulletin board and say, "Here is your name under Tommy's name. When Tommy finishes his turn, you get the next turn." Write children's names on board or list to let them know they will get a turn to help with the snacks, paint at the easel, etc.	
c) Share with friends. Hoard less.	Let children know that while some materials and toys can be used by all children, others can be used by only a few children at one time. Allow children to help decide how many children can use certain equipment or materials at one time—such as how many children can use the doll house area, the block area, etc. Provide alternative activities for the other children.	
d) Cooperate with others. Take turns and share.	Set up small group activities, such as building a clubhouse together, helping to set up the classroom for a special activity, putting equipment away with the teacher lending guidance.	Table games (checkers, lotto, dominoes)

Social Development

Objective No. 4: *SELF-MANAGEMENT*—Learn to act with peers and with adults in accordance with the mores of the community and the culture.

Expected Performance	Activities	Materials
a) Act aggressively and are demanding at times. Have difficulty adjusting to children their own age.	Provide guidance when the children are having difficulty interacting with others by giving suggestions such as, "Johnny can build the garage out of blocks while Susie and Louis wash the wooden trucks." Plan a balance of quiet and active group play since increased tension causes children at this age level to become overexcited. Help the children find suitable expressions for feelings and help channel those feelings with such expressions as, "I know you are very angry, but I can't let you hit Johnny."	Large motor toys Blocks Trucks
b) Cooperate at times with others on a one-to-one basis, in large or small groups.	Provide some wooden crates and old wheels and have a small group of children build a vehicle, a car or truck, as a group project. Provide empty cartons or crates and some old blankets and have several children plan a clubhouse. Provide dress-up clothes, housekeeping furniture, other props to allow children to set up their own dramatic play situations. Give the children the opportunity to plan how they are going to go about accomplishing the projects.	Wooden crates, old wheels Cartons Old blankets Dress-up clothes Housekeeping furniture

Social Development

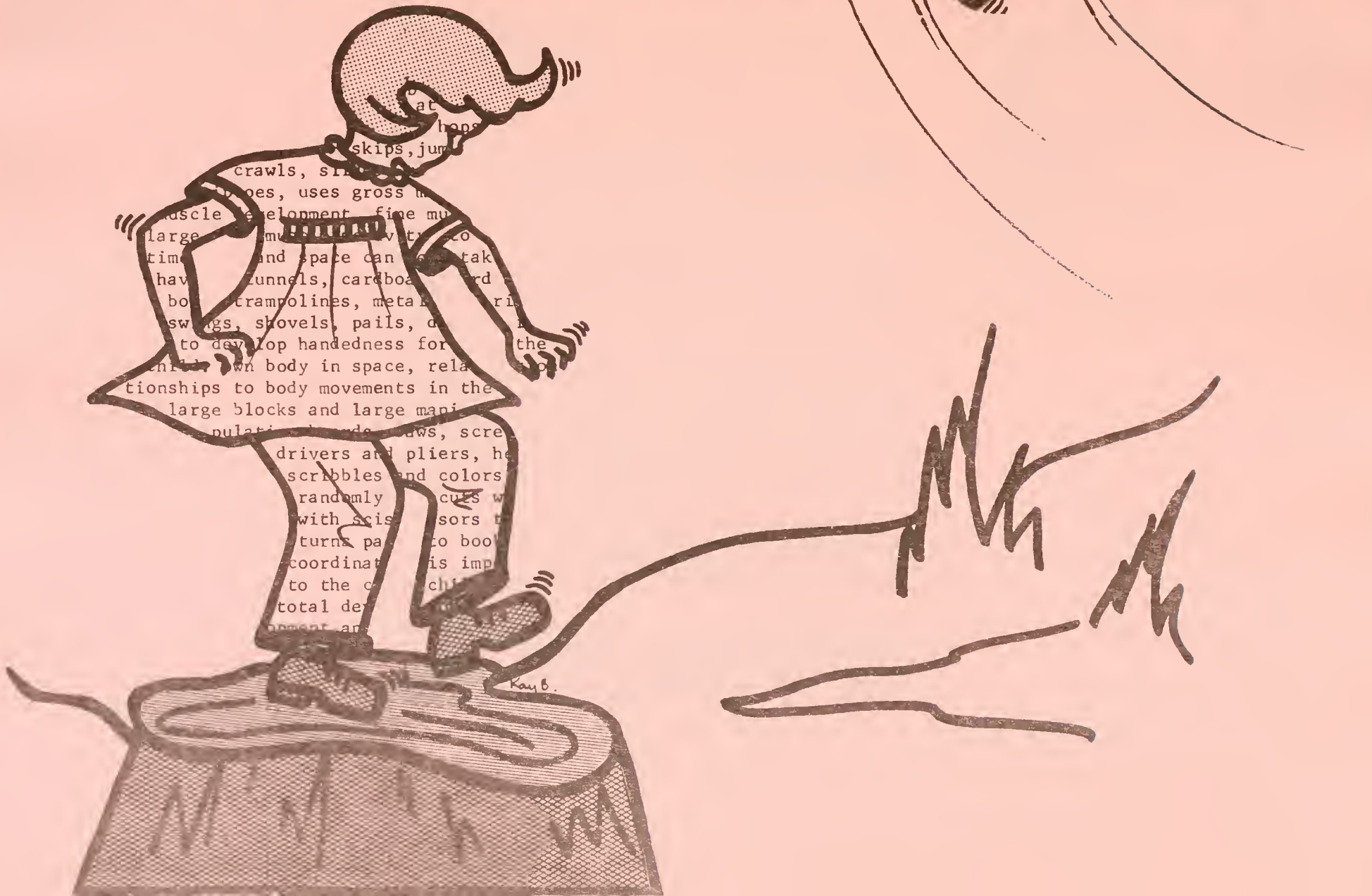
Objective No. 5: *SELF-MANAGEMENT*—React to needs of others.

Expected Performance	Activities	Materials
a) Interested in care and welfare of pets.	Have children care for a small pet. Feeding it and playing with it help the children become interested in another animate object. Bring in insects, worms, pine cones, flowers for the children to investigate and to help them appreciate the surrounding world. Take children on nature walks in the neighborhood—look for rocks, ants, lady bugs.	Small pets: Fish, hamsters, Guinea pigs, puppies, kittens
b) Recognize feelings in others that they have experienced.	Dramatic play helps children to act out feelings they are trying to understand.	
c) Empathize with children who are sad or hurt. Express pleasure at other children's joy.	Give children opportunities for creative experiences and success. When they have a good self-image, they are secure enough to reach out and help others.	

Objective No. 6: *SELF-MANAGEMENT*—Become concerned about such ethical values as honesty, fairness, respect for others.

Expected Performance	Activities	Materials
a) Behave in response to external control.	Let the chilren know what the limits are; that there are some objects that they may not have and that there are some rules concerning behavior that have to be enforced by adults. The teacher's example is the deciding factor.	
b) Internalize moral values of parents and of their culture.	Be familiar with and respect the values of the children's parents and of their culture. Discuss the special ways the children's families do things.	
c) Begin to differentiate the common good from the more selfish one. Apply the sense of fairness to conflict situations.	Give children the freedom to make choices within limits. Allow children the opportunity to settle their own disputes with others when you feel it can be handled that way. Sometimes it is fine to let children "fight it out" if it is well supervised and according to the rules. It may help the fighters to clear the air by themselves and come up with a new understanding or mastery over the problem. At other times, let the children know there are better ways to get what they want and that words are better than fists.	

...physical development



Physical Development

Objective No. 1: *GROSS MOTOR DEVELOPMENT*—Develop motor coordination of large muscles **all** under supervision.

Expected Performance	Activities	Materials
a) Walk, jump, run, dig, crawl, slide, tiptoe, using gross motor muscles.	*Digging.* Provide sturdy shovels and hoes for digging in sandbox or in digging area of yard. Have pails, muffin tins and plastic containers handy. *Sliding.* Can be set up indoors using large smooth board propped against a low chest or other sturdy piece of furniture. *Walking, running, jumping, skipping.* It is advisable to arrange for large empty areas for walking, running, jumping, skipping. Set aside for the kindergarten's use at a specified time. If outdoor space is adjacent to indoor play space,some of the equipment that is movable can be used indoors or outdoors. *Crawling.* For crawling experiences use large packing boxes with tunnels cut through them. Place two or three cartons with tunnel openings in a row. Children can crawl in a straight line and back. Separate boxes. Children can crawl around one box and through another. *Jumping.* Games that have children jump over a small object such as "Jack (use children's names) be nimble, Jack be quick, Jack jump over the candlestick." Have two children hold a rope a few inches above ground. Children take turns jumping over the rope. Rope is slowly raised as children become more skillful at jumping. Low steps are good for jumping off as well as climbing up and down. A jumping board can be propped on a step with another support at the other end.	Tunnels—cut 12"high and 18" wide tunnels in large packing boxes Swings—attach an old tire to a strong rope which is suspended from a heavy frame or tree limb Cardboard boxes and blocks can be used as obstacles to jump over Fiber drums can be used for crawling through or climbing on Mattress can be used as trampoline Heavy swinging ropes with metal rings can be hung from door frames Plastic pools Hoola-Hoops Sand box Packing materials—wheat, sawdust, beans sand
b) Ride wheel toys, climb.	Provide wheel toys such as tricycles, wagons, pedal cars and tractors, wheelbarrows, doll carriages, scooters. Doll carriages can be used indoors in the housekeeping area as well as outdoors. If there is ample space, tricycles can sometimes be used indoors. If there aren't enough wheel toys to go around,a system of taking turns has to be set up. Let children know that when they ride down to the fence and back again or when they have pedaled around the allotted concrete path three times, then the other children get a turn on the wheel toy.	

Objective No. 1: *GROSS MOTOR DEVELOPMENT*—Develop motor coordination of large muscles **all** under supervision.

Expected Performance	Activities	Materials
	Provide wheels, wooden boards, axles, cardboard boxes, barrels, woodworking tools so children can improvise their own wheel toys.	
	For dramatic play with wheel toys, furnish air pumps, hoses (for pumping "gas"), rags, traffic signs, hats, whistles, used license plates.	Jungle gym or climbing frame Ladders Tumbling mats
	A jungle gym encourages climbing as well as fantasy play—it can be a fortress, a rocket ship, a house. Low stumps of varying heights can be used for climbing.	A large cargo net can be hung from a frame such as a used swing set frame—good to climb on
	Large sewer tiles can be placed in the yard for climbing on and crawling through.	Steps for climbing
c) Hop, skip, gallop, jump rope and climb with greater coordination of gross motor muscles.	While walking with children, vary the walking step by hopping on one leg, skipping, galloping like a pony. "Walk quickly, walk slowly, walk on tiptoes." "How many different ways can you walk?"	
	Rope jumping (6' long length of clothesline rope). Hold at each end. Move rope on ground from side to side as children jump over the "wriggling snake," first with two feet together and then alternating feet.	Jump ropes Old tractor or truck tires Old bicycle tires and inner tubes Hoops Blankets Tumbling mats Air pump Parachute
	Tires can be hung from tree limbs to be used as swings.	
	Inner tubes can be used for bouncing on, rolling, jumping into the center.	
	Children can do parachute activities by holding parachutes taut in circle, move in circle to left.	

Physical Development

Objective No. 2: *GROSS MOTOR DEVELOPMENT*— Develop laterality.

Expected Performance	Activities	Materials
a) Differentiate one side of body from the other.	A balance board can be used for body coordination and control. Children can walk forward, backward, sideways, with arms out, with arms at sides, blindfolded. Right arm can be raised as right foot is put forward, left arm raised when left foot steps forward on balance board. (The children learn to shift their balance from one side of the body to the other in order to maintain stability.) Lines or tapes on floor can be used for beginning activities.	Balance beam—Use a 2'' x 4'' board about 8' long. Nail it at each end onto 4'' x 6'' x 12'' board blocks. Use 2 beams placed together at beginning of this activity.
b) Show a preference for handedness.	Hand preferences are usually established early and it is not advisable to encourage children to change preferred hand use. Be aware of opportunities to place toys, implements, etc., in a neutral spot where children can use either hand. Give them maximum chance to establish this handedness themselves. If they show no preference, do not determine this for them. Continue to observe children for this preference. If children show a preference for their left hand, suggest that they hold their pencil or crayon so that it points to their left shoulder in order to prevent their writing or coloring in a cramped position. Provide left-handed scissors for cutting projects.	
c) Begin to know right hand from left hand.	Bean bag and target game: Use a 3'' high box with a hole cut in it. Give children a bean bag and ask, ''Can you throw the bean bag into the hole with your right hand, with your left hand?'' Give children a ball or milk carton and ask, ''Can you kick the ball with your right foot, with your left foot?''	Balls Bean bags Milk cartons

Physical Development

Objective No. 3: *GROSS MOTOR DEVELOPMENT*—Orient themselves in space.

Expected Performance	Activities	Materials
a) Identify own body and its position in space.	Large muscle activities help a child become aware of spatial relationships. Verbalize what they are doing—they are crawling *through* a tunnel, going *up* a ladder, swinging *higher* and *higher*, coming *down* a slide, pedaling the tricycle *around* the tree, reaching way *up* to the ceiling.	
b) Recognize the relations of different parts of the body to each other and to external objects.	As the children swing, climb, jump, run, stretch, roll, throw, catch, kick, they are learning how their bodies can move in terms of the qualities of speed (quickly, slowly), force (heavy, light), what their bodies can do in terms of skills, and where their bodies can move in terms of direction. Suggestions that help set children in motion: "Can you find a different way of moving on your feet other than walking or running (skipping, hopping, galloping, etc.)?" "Can you vary the speed (walk quickly, slowly)?" "Can you combine different ways of moving (running, jumping, rolling, balancing)?" "Can you use different parts of your body to bounce the ball?" "Can you move backward or sideways?"	Climbing frames Ropes and rings Ladders Tumbling mats Balance boards Balls Tubes for crawling Tractor tires Slides Records
c) Recognize different possible body movements that can be made through creative rhythms.	Creative rhythms, using taps on a drum to change tempo, are helpful.	Drums

Physical Development

Objective No. 1: *FINE MOTOR DEVELOPMENT*—Develop eye-hand coordination.

Expected Performance	Activities	Materials
a) Hammer, catch and throw randomly. Handle large blocks and large manipulative toys.	Set out heavy cardboard cartons or pieces of styrofoam at least 2" thick, for hammering nails into. They are less resistant than wood and the children who are just learning how to use a hammer will experience greater success. Provide small pounding benches, logs, with wooden mallets.	Hammers—6 oz. to 10 oz. claw hammers Nails with large heads
	Throw a bean bag to children, have them catch it and throw it back. For *Bean Bag Game,* place a back board that has several round holes cut into it on the ground. Children can take turns throwing a bean bag through one of the holes.	Bean bags—cut 6" squares of heavy fabric. Sew three sides, stuff with pinto beans, sew up fourth side.
	Also use large balls such as beach balls for throwing and catching experiences.	
	Set up area for block play that is away from traffic patterns. Provide ample space. The shelves for the blocks should be low enough for children to reach. Small cars, trucks, wooden or rubber animals and people, boxes, boards, steering wheels, traffic signs, gas pumps, airplanes, trains, etc. may be included in block area to encourage building activities. Large hollow blocks and unit blocks are recommended for this age level.	Blocks—assorted wood scraps from a lumber yard (sand off rough edges) Use clean, empty pint, quart, or half-gallon-sized milk cartons. Cut them to desired size and push them together end to end Cover with contact paper.
	Provide opportunities to work with large wooden or masonite puzzles. Water pouring and sand digging are recommended activities for developing eye-hand coordination.	Puzzles—paint or paste picture of animal or of a shape on masonite or wood. Shellac. Cut with jig-saw into 3 or 4 pieces.
b) Catch and aim and throw more accurately. Hammer nail into board, saw, use screwdriver and pliers.	Provide lightweight balls in both medium and large sizes for bouncing and throwing. Hang a basket on a clothes line. Have children throw ball or bean bag into a basket. Keep increasing the distance of throwing.	Plastic golf balls Nerf balls Whiffle balls
	For woodworking, use a carpenter's workbench or a sturdy wooden table cut to the correct height.	Woodworking table—use large wooden crates about 20" x 20" x 40". Attach heavy boards to top of sturdy working surface.

Physical Development

Objective No. 1: *FINE MOTOR DEVELOPMENT*—Develop eye-hand coordination.

Expected Performance	Activities	Materials
c) Handle small blocks and manipulative toys.	Low sawhorses with vises can be used for sawing. Provide hammers, saws, screwdrivers, pliers, hand drills. Tools should be real ones as toy tools are disappointing because they don't work. Mount a large peg board near woodworking table. Add sturdy hooks for the tools to be hung on. Outline the shapes of the tools on the board to make storage easier. Allow the children to investigate how it feels to bang a nail into the wood, how it feels to get two pieces of wood joined together, how it feels to saw a length of board in half. The woodworking area should be closely supervised when it is in use. Provide one-inch colored blocks and parquetry squares for building and making designs. Introduce more complicated puzzles such as ones with geometric designs. Buttons, empty spools, bottle caps and aluminum washers can be set out in containers for manipulative use such as stacking, sorting, balancing on balance scale.	12" sawhorses

Physical Development

Objective No. 2: *FINE MOTOR DEVELOPMENT*—Develop finger dexterity.

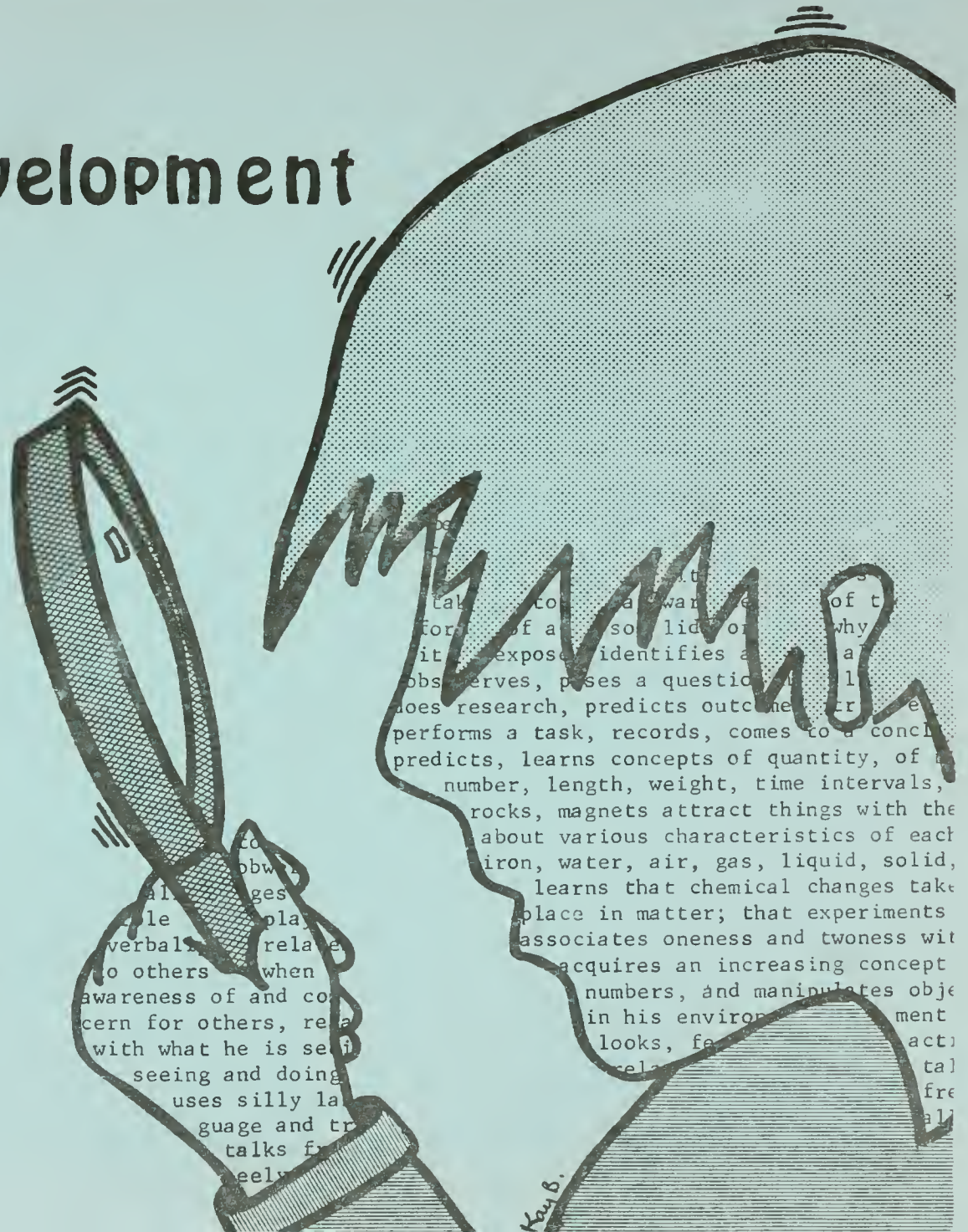
Expected Performance	Activities	Materials
a) Scribble, paint and color randomly.	Provide large crayons and sheets of newsprint or plain manila paper for coloring. Use plastic silverware trays as crayon containers. Place crayons and papers on low shelf where children can get at them easily.	Clay Shaving cream Finger paint Tissue paper
	Place large sheets of plastic or oilcloth, or spread newspapers under paint easels. Put paint in empty half-pint cartons or baby food jars. For table painting, spread newspapers or plastic sheeting on tables. Use 1'' brushes with round or flat handles. A water table can be placed close to paint area for washing paint off hands. Add some soapflakes to water and some egg beaters so children can beat up their own soapsuds.	Water table—use plastic baby tub. Set it on a box or stand so it is at child-height.
	Other art activities could be included—finger painting, mosaics, twisted paper art, etc.	
b) Cut with scissors, turn pages of a book, hold pencil for writing, screw nuts on and off bolts.	Provide blunt tipped scissors. Show children how to use scissors and let them cut pieces of paper at random. Provide old magazines and catalogs for cutting pictures out. Children can cut pictures that emphasize a specific concept such as things we wear, foods we eat, pictures with a certain color or shape. Pieces of fabric can be cut to be used for collages.	Scissors rack can be an inverted egg carton or a coffee can with plastic lid. Punch holes in lid to place scissors into.
	Have children tear paper into different shapes.	
	Snowflakes: Have children fold an 8'' square piece of white paper in half and then in half again and tear or cut pieces off the four corners. Open up and paste on sheet of blue paper for snowflake effect.	
	Provide kindergarten type pencils and unlined paper for writing experiences.	Paper and pencils
	Set out busy boards for experiences with screwing nuts on and off bolts, opening and shutting latches.	Busy Board—assemble hardware fixtures and nail onto rectangular piece of board. Use lock and key, bolt and nut, wall plug, sliding bolt, gate latch.
	Place several small jars on a tray. Have children remove and replace lids on jars.	

Physical Development

Objective No. 2: *FINE MOTOR DEVELOPMENT*—Develop finger dexterity.

Expected Performance	Activities	Materials
c) Draw a progression of geometric figures such as square, circle, triangle, cross lines. Draw simple outline figures—such as completing figure of a man. Button and zip coat.	On a low shelf or table place books that have sturdy bindings and pages made of strong paper so that they won't tear easily as children turn pages. Change display books often so that children are exposed to many different books. Set up a library system so that children may check out a book and take it home to read and share with the family.	
	Geometrically shaped objects such as small blocks or cookie cutters can be used for making patterns in Play Dough or clay for dipping into thick paint for printing. Draw part of a circle or part of triangle and have children complete the shape.	
	Set out crayons or pencils and paper for free-hand drawings of shapes. Cut-up straws, yarn, pipe cleaners can be used for shape collages.	
	Ask children to draw a picture of themselves, their mother, or other people who are close to them.	
	Make lacing cards by punching holes into cardboard with a hole puncher. Children can lace the cards with yarn and a blunt yarn needle or with a shoe lace.	
	Have children practice tying shoes.	Shoes for tying
	Put a piece of fabric in an embroidery hoop so that it is held tautly and have children sew using blunt tipped needle and embroidery thread or yarn. Crewel-type needle may be used with styrofoam meat trays or gutter wire (large meshed screen).	Fabric, embroidery hoop Yarn, blunt tipped needle Styrofoam meat trays Gutter wire
	Take a piece of cloth 12" long and 3" wide. Fold strip over from one end of the length to the other. On the top of the length make three large buttonholes. Sew buttons underneath so children can button the bottom strip to the other.	Fabrics Buttons
	Sew a zipper onto a heavy fabric so children can practice opening and closing zipper.	*Quiet Book* A cloth book with pages containing buttoning, using zipper, tying, telling time (clock with hands), snaps, belt etc.
	Typewriter in working condition (primary type if possible).	Typewriter

...intellectual development



Intellectual Development

Objective No. 1: *COMMUNICATION*—Learn the concepts that underlie words.

Expected Performance	Activities	Materials
a) Manipulate objects in their environments, observe activities, listen to stories—learning that word concepts are associated with what is seen, done, heard.	Active physical involvement helps children develop language skills. Indoors and outdoors give verbal descriptions of what the children are doing: "Eddie is cutting the red paper." "Rosie is walking on the balance board." After children have learned basic speech patterns, add other concepts such as, "Rosie is walking forward on the balance board." "Eddie is cutting square shapes." Take pictures of children involved in activities. Discuss the pictures, using the action verbs associated with each picture. When telling a story use props or pictures that illustrate it. When reading to children, sit on the floor or in low chair and hold book open so all children can see the pictures that are associated with the words. Provide opportunities for children to enjoy good literature which would include a variety of styles and subject matter. It would be helpful if the books had large clear illustrations and the stories were brief with simple plots.	Books: *The Bill Martin Series,* Holt Rinehart *The Lonely Doll,* Dave Wright Bookcase: four cinder blocks, two 5' x 2' x ¾" plywood boards Sit-ons: 12" x 15" or 12" square of carpet samples, one for each child to sit on in reading area Book: staple several pieces of paper together. Use colored construction paper for outside cover.
b) Describe their own observations, manipulations, feelings.	Use a tape recorder to record children's descriptions of an event or how they feel about something. Let them listen to the tape. Write their "stories" down in their own books so that they can see that there are word pictures of what they have said and that their language can be saved for future reference when it is written down.	

Intellectual Development

Objective No. 2: *COMMUNICATION*—Learn to use language as a social tool.

Expected Performance	Activities	Materials
a) Communicate needs and desires in a variety of situations.	Provide opportunities for verbalizing. Ask leading questions such as, "Tell me about it." Listen attentively to what the child has to say. Respond to questions.	Toy telephones or used telephones (try to get connected old phones from telephone company)
	Provide opportunities for dramatic play as a way of helping children express their ideas and feelings in words as well as actions. Toy telephones and puppets are excellent for helping shy children communicate.	Peabody Language Kit I Puppets
b) Verbally relate to others in the sharing of materials, books, toys, equipment, and ideas.	Verbal interaction is fostered as children role-play in housekeeping corner, as they build together in the block area, as they rock on the rocking boat or dig in the sand box, during meal times.	Blocks, sand box, boat
	Small group games such as *Lotto Games* or *Fishing Games* encourage verbal interaction	Books: Indian Culture: *Indian Two Feet and His Eagle Feather,* Margaret Friskey *Indian Two Feet and His Horse* *In My Mother's House,* Ann Clark Spanish Culture: *And Now Miguel,* J. Krumgold (for teacher reference) *Nine Days to Christmas,* Marie Hall Ets *Stories from Mexico,* Edward Dolch Black Culture: *Goggles,* Ezra Keats *Hi, Cat!,* Ezra Keats *Peter's Chair.* Ezra Keats *Snowy Day.* Ezra Keats
c) Express awareness of and concern for others.	Help children feel secure and satisfied with themselves. As they develop a feeling of acceptance for themselves, it will be easier for them to feel acceptance and good will for others. Improve understanding and appreciation of others by teaching about different people, different cultures. Use books that depict the everyday life experiences of children in other types of communities as well as in other countries. Develop an understanding of varying capabilities of the handicapped. Use pictures, slides, exhibit items, books and movies that show people in other cultures and other lands as human beings.	Magazine: *Highlights*

Intellectual Development

Objective No. 2: *COMMUNICATION*—Learn to use language as a social tool.

Expected Performance	Activities	Materials
	Help children understand that people everywhere are basically alike. They need food, shelter, clothing and the companionship of other human beings even though the way they obtain these needs differ. Help children understand that the foods eaten, the clothes worn, the music listened to, the art created, the holidays celebrated may vary from culture to culture.	

Intellectual Development

Objective No. 3: *COMMUNICATION*—Learn to use language spontaneously and expressively, using verbal and non-verbal language.

Expected Performance	Activities	Materials
a) Express feelings and desires with words and gestures.	Use songs, rhymes and finger plays with gestures to encourage expressive language.	Play Way Unit on "Gestures" Books: *The Real Mother Goose,* B. Wright
b) Play with words, use silly language. Talk freely about feelings and experiences.	Use poems and limericks that show words can be used for fun and enjoyment. Edward Lear's *Book of Limericks* has some good examples.	Books: *Edward Lear's Nonsense Books,* Edward Lear *Silly Songs and Sad,* Raskin *And to Think that I Saw It on Mulberry Street,* Dr. Seuss
	Encourage children to do characterizations of clowns or animals—the way they think they walk and sound. Have them do characterizations of abstract things like a siren, the wind blowing, the rain falling.	
c) Create own dialogue and gesture while role-playing or participating in dramatic play.	Use unfinished stories. Read or create a short story. Children can assume the roles of the different characters and finish the story. This may be repeated with different children playing the different characters.	
	Set up "puppet stage." Provide puppets so children can act out with them.	Puppets Puppet stage—cut window out of large carton. Hang curtain across it, or place cover over stacked hollow blocks or over a table. Arrange seats in front of stage.

Intellectual Development

Objective No. 4: *COMMUNICATION*—Learn to use more precise language.

Expected Performance	Activities	Materials
a) Use one word remarks and incomplete sentences.	Use complete sentences so that a model is provided for the children. If children ask "What's this?" answer with an accurate sentence, "This is a magnet." Also try to include a category or classification in the sentence, "That animal is a dog," "That color is green."	
b) Use more complex sentences.	If children say something incorrectly, instead of correcting them with a negative statement such as, "We don't say it that way," repeat the statement back to them using correct grammatical structure and extending the thought, so the children are given a model without being discouraged by a direct correction.	
c) Engage in socialized speech in which they and other children speak and respond to one another. Use pronouns such as "I, you, he, she, we, they" appropriately.	Organize most activities so that children can work in small groups or on a one-to-one ratio with an adult, thereby giving them more opportunity to interact verbally with someone else.	

Intellectual Development

Objective No. 5: *COMMUNICATION*— Develop listening skills.

Expected Performance	Activities	Materials
a) Listen passively as they play and will recognize and attend to sounds that are familiar.	Read books to children that are short and have simple plots. Read in a well-modulated natural tone of voice which carries well enough to be heard by all of the children in the group. Vary methods of presentation, sometimes telling a story instead of reading it. Use interesting objects and pictures to help gain attention. Make sure length of story or record is within the children's attentional span. Let children use a set of headphones when they want to listen to a record by themselves.	Books Record player Records Headphones
b) Listen appreciatively to stories, poems, records, conversations. Listen effectively to directions and announcements.	Play "Listen Game." Say, "Listen very carefully to what I say. Do what I say, not what I do." Then put your hands on your hips and say, "Put your hands on your head." Continue with other verbal directions that are different from what you are doing. Use tape recorders to record children speaking, singing, telling stories. Play tapes so children can listen to what they have recorded.	Tape recorder Record player
c)Listen analytically—analyze what is heard and interpret it in terms of own knowledge and experience.	Help children develop an awareness of sounds. Go for a "listening walk." Have them listen to the sounds of nature, of the traffic, of other human beings. Tape record some of these sounds and have children discuss what they are. Have children analyze the sounds they hear. "Is the sound loud or soft?" "Is the music happy or sad?"	Tape recorder

Intellectual Development

Objective No. 6: *COMMUNICATION*— Feel secure about asking questions.

Expected Performance	Activities	Materials
a) Asks simple how, what, where, why questions.	Answer questions with complete sentences. Try to involve children actively and physically in what you are trying to explain to them. Let the children see, feel, put together, take apart, smell, taste, the objects that are part of the learning experience.	
b) Seek out and acquire information.	When children ask questions that require some research, suggest, "Let's look it up in a book together." Leave books out that are of current interest to the children on low racks where they can easily handle them. Mount pictures that are of current interest on wall or bulletin board at level where children can see them and talk about them. When children's questions reflect an interest in a certain area (animals, transportation, nature, food, people, etc.) bring in materials pertinent to those interests. For example, set up a "nature" table with rocks, birds' nests, a transportation display with small cars, trucks, airplanes, etc.	Books: *The Great Big Fire Engine Book,* Tibor Gergely *The Great Big Car and Truck Book,* R. Scarry *How Do I Go,* Mary Ann Hoberman Rocks Bird's nest Small cars, trucks, airplanes
c) Ask questions that require extended answers.	Set out materials that are related to the specific learning experience. Use objects, pictures, books so that the objects can be manipulated, the pictures looked at and the books studied for further answers. Help children think things through by asking such questions as, "And how do you think this can be done?" Go with the child to the book to find out.	Objects, pictures, books

Intellectual Development

Objective No. 1: *PERCEPTION*—Learn to discriminate visually. (visual)

Expected Performance	Activities	Materials
a) Discriminate colors, objects, shapes.	Set up activities that help children perceive likenesses and differences in color, shape, and size.	Books: *My Slippers are Red,* Charlotte Steiner *Round and Round and Square,* Fredun Shapur *Little Blue and Little Yellow,* Leo Lionni
	Color. Give children a small color cube or square of colored felt. Have them find an object in the room that has the same color. Play Color Lotto Game, Color Fishing Game. Call out the color of an item of clothing. Ask all children who are wearing something that color to stand up. During transition times, use directions calling for color acuity. "All children wearing blue shirts may put their books away." "All children wearing white socks may wash their hands."	
	Shape. Go for a shape walk. Have children observe and name the shapes they see. Shape Lotto Game. Shape sorting—use table top building blocks that come in various shapes. Place masking tape shape outlines on floor or table. Have children sort shaped blocks or flannel cut-outs into correct outline area. Hammer nails at 1" intervals over surface of plywood board. The children can create shapes by stretching rubber bands over the nails.	Building blocks Masking tape Flannel Nails, hammer Plywood Rubber bands
	Combine color and shape discrimination. Make traffic signs. On a stick have them nail or staple three circles cut out of construction paper—the top circle red for the "stop" light, the middle circle yellow for the "warning" light and the bottom circle green for the "go" light.	Stapler
	Make a stop sign—octagon-shaped red paper with "stop" lettered with white paint.	White paint
	Railroad warning sign—yellow circle with black cross bars and RR painted on it. The children can carry their signs as they go for a walk and observe traffic signs. Safety in crossing streets can be discussed.	

Intellectual Development

Objective No. 1: *PERCEPTION*—Learn to discriminate visually. (visual)

Expected Performance	Activities	Materials
	Objects. Have children look around and name all the things they can see. Put a blindfold on them and ask them to bring certain objects to you. Can they find them easily?	
b) Discriminate parts of a picture or of a puzzle or of a toy.	Use commercially-made or homemade puzzles. For homemade puzzles use cardboard, masonite, plywood, or thin foam rubber. A jig saw will be necessary to cut the masonite or plywood. Paint different colors or paste magazine pictures on and cut out in different shapes so children can solve puzzles on the basis of form, color and contour.	Puzzles Cardboard Masonite Plywood Foam rubber Jig saw
	Children can draw or paint a picture on heavy paper. Cut it into three parts. Have children put picture together.	Magazine pictures
	Wallpaper shapes may be made into pieces.	Heavy paper
c)Discriminate that the printed word might be related to a concrete object in the environment.	Hang signs in different areas of classroom. Sign saying, "Blocks" in the block area, "Books" in the reading area, "Paints" in the painting area.	Used wallpaper books
	Paste labels on different objects. Read the labels to the child as they are handling or looking at the object, so that they begin to relate the written word to the object.	Paste-backed labels
d) Discriminate distance.	Point out how distance is shown in a picture by having the objects that are further away with less detail and grayer in color, and the objects that are in foreground with more detail and brighter in color.	

Intellectual Development

Objective No. 2: *PERCEPTION*—Learn to discriminate sounds, tones, rhythms, directions of sounds. (auditory)

Expected Performance	Activities	Materials
a) Identify and associate specific sounds with people, animals, objects.	Take children to a pet shop, a zoo, a farm where they can see different kinds of animals and listen to the sounds they make. If possible, tape record these sounds.	Books: *Noisy Book—City,* Margaret W. Brown *Seashore Noisy Book,* Margaret W. Brown *Summer Noisy Book,* Margaret W. Brown
	Tape sounds of the children's voices as they imitate various human sounds—laughing, singing, crying, shouting, whispering.	Tape recorder
	Take a listening walk to hear the sounds of nature, of traffic, even the sound of their heels tapping on the sidewalk. Take tape recorder along and tape these sounds. Have children listen and guess the sounds and voices they hear on the tape.	
	Use songs that stress animal sounds. (See gold section.)	
	Ask children to cover their ears with their hands and watch as you talk softly to them. Do they know what you said? Why or why not?	
	Set up a screen and behind it produce sounds that the children are familiar with (bells ringing, fingers snapping, whistling). Have them identify each sound.	Screen—cut out bottom and one side of a large carton
b) Identify and repeat various rhythms. Discriminate which direction a sound comes from.	Music helps children develop an awareness of sounds and rhythms. Provide many opportunities for singing and for listening to and playing with musical instruments.	Musical instruments
	Expose the children to songs that are melodious and rhythmic and yet brief and simple. Select songs that are within their voice range (from Middle C to C or E).	*Mother Goose Songs,* Decca Records *The Little Engine that Could,* RCA Camden Records
	Use rhythm instruments—drums, cymbals, rattles, bells, wood blocks, triangles, tambourines. Introduce them a few at a time and have children explore the different sounds and rhythmic patterns that can be produced.	"Music to Move To," *Childcraft* Homemade instruments: Drums—coffee cans or round cardboard cereal boxes, coconut shells. Cover with plastic or strong pieces of cloth. Shellac cloth so it will make resonant tones. Drumsticks—smooth sticks or dowels covered with cork

Intellectual Development

Objective No. 2: *PERCEPTION*—Learn to discriminate sounds, tones, rhythms, directions of sounds. (auditory)

Expected Performance	Activities	Materials
c) Discriminate tonal differences such as pitch, duration, intensity. Discriminate differences between letter sounds. Associate auditory sounds with visual symbols. (Caution, only if children have reached the appropriate developmental stage.)	When children are familiar with instruments have them identify the various instruments through sounds alone. Have children repeat hand clapping rhythms. Ask them to close their eyes and listen as you clap your hands several times. Ask them to "Clap just as I did." Vary this by clapping in different rhythms. Children can clap and stomp their own names. Suggested claps: Three loud claps, pause, 2 loud claps. Stamp feet in similar rhythmic patters and have children stamp their feet in the same pattern. Clap hands and snap fingers in a rhythmic pattern and have children imitate. Using drums and sticks, cymbals or wooden blocks produce a simple rhythmic pattern. Ask children to repeat the pattern. Encourage children to play the rhythm instruments with different shadings—louder/softer, with different tempos—faster/slower. Have them play the song as it would sound coming nearer; as it would sound if it was far away. Provide a stethoscope so the rhythm of the heart beat can be listened to. Have children match the sound of the alphabet letter to the visual symbol on a board or on a paper or in a book.	Rattles or Bangers: Partly fill small boxes (salt boxes, beer cans, gourds) with beans or pebbles. Tambourines Use tops of round cereal boxes or sewing hoops. Attach bells or bottle caps. Cymbals Pot lids without handles attached. Stethoscope Books: *Brian Wildsmith's ABC*, Brian Wildsmith

Intellectual Development

Objective No. 3: *PERCEPTION:* Learn to identify various tastes and flavors. (taste)

Expected Performance	Activities	Materials
a) Identify foods that are salty, sweet, bitter, tart.	Set out cups with samples of various foods. Have children taste each food and tell what it is. (Suggested foods—salt, sugar, raw carrots, celery, banana, apple, lemon, orange, turnip, water, grapefruit.) Have children identify if food is salty, sweet, bitter or tart. Have them try tasting the foods on different areas of their tongues. Drill a hole in the bottom of a coconut. Pour out liquid into paper cups. Have children taste the liquid. Let children have turns cracking the coconut open with a hammer. Give each child a piece of the meat to taste. Set out dishes of commercially prepared shredded coconut, coconut candy and coconut cookies.	Books: *The Apple Book,* Dick Maatin: Western *The Carrot Seed,* Ruth Krauss Suggested snacks: Milk or juice with each snack Cheese and crackers Apple slices with cheese, dried cereal and raisins Toasted cheese sandwiches Tortillas with butter or cheese or peanut butter Toothpick snacks Cheese cubes and pineapple cubes Cheese cubes and cubes of fresh fruits (bananas, apple slices, raisins) Others: Popcorn Fresh vegetable wedges (raw broccoli, cauliflower, turnips, carrots, celery, spinach) Peanut butter on bread
b) Names of foods according to taste or flavor.	Discuss food that is served at snack time or lunch time. Talk about what the food is, where it comes from, its texture, smell, temperature (hot, warm, cold), color, shape. Let children help in the preparation of the food and in the serving of the food.	

Objective No. 4: *PERCEPTION*—Learn to identify various odors. (olfactory)

Expected Performance	Activities	Materials
a) Identify odors as being pleasant or unpleasant.	Walk outdoors after a spring rain. Have children notice the fresh, clean smell of the grass and the smell of the flowers. Have them notice the odors of food cooking in the kitchen, of paper or of wood burning. Walk to a gas station and have them smell the odors of gasoline and of motor oil. Talk about which are pleasant odors and which are unpleasant to smell.	
b) Recognize and label familiar odors—such as food odors, gaseous odors, perfumes.	Fill small pill bottles with each of the following: coffee, chili powder, garlic, cinnamon, onion, vinegar, flavorings, chocolate syrup. Have children close their eyes. Have them smell the bottles held in front of them and identify what it is.	Coffee, chili powder, garlic, cinnamon, onion, vinegar, cologne, pepper, crushed peppermint leaves
c) Associate odors with their sources.	Use the following experiment to show children how closely associated the senses of smell and taste are. Ask children to hold their noses. Put two drops of lemon juice and two drops of orange juice on their tongues. Ask if they can tell which each was. At meal times, discuss the odors of the foods that are being served. Try to serve foods that have distinctive odors such as broccoli, peanut butter, chocolate pudding, pickles.	Lemon juice, orange juice Broccoli, peanut butter, pickles

Objective No. 5—*PERCEPTION*—Recognize and identify by touch various objects, different shapes heat differences, smoothness, roughness, hardness, softness. (tactile and kinesthetic)

Expected Performance	Activities	Materials
a) Distinguish shapes and sizes by touch.	Set an array of objects of different shapes and sizes on a table. Use pieces from shape puzzles, geometric blocks, small round or square boxes, round rolls of tape, paper plates. After children have a chance to manipulate them and discuss their shapes and sizes, have children close their eyes and take one article from the table and describe it. If necessary, ask questions such as, "Is it square (or round or large or small)?"	Form board—draw 4 different shapes on 8" x 10" piece of hardboard. Cut out shapes (can be square, triangle, rectangle, circle). Have children feel the shapes, feel the outlines on the board, replace shapes.
	Use sand, clay, wood with different grains for tactile experiences.	
b) Distinguish heat differences (which is hotter, which is colder). Distinguish smoothness, roughness, softness, of objects.	At meal time discuss the temperature of the various foods served. Serve hot chocolate, hot buttered toast, ice cream, homemade popsicles.	Homemade popsicles
	Make a scrapbook with samples of fabrics or have a drapery shop or carpet shop donate some of its old sample books. Discuss the textures with the children. Have children close their eyes. Tell them to touch the cloth or run their hands across it and tell how it feels. If necessary, ask "Is it rough; is it smooth, etc?"	Velvet, satin, silk, wool, cotton, nylon, corduroy, denim, fur, burlap, carpeting, sandpaper, feather.
c) Identify an object or distinguish its texture using only the modality of touch.	Cut a hole in top of a shoe box. Hole should be large enough for children's hands to fit into. Place several familiar objects inside box. Have children insert hands, feel object and identify it. (Cloth bags with drawstrings can also be used.) After children have identified the object, have them remove it from box or bag to see if they were right.	Shoe box Cloth bags with strings
	Have children learn they can feel things with their feet as well as their hands. Have them walk barefoot in mud, sand, water.	

Intellectual Development

Objective No. 1: *COLOR RECOGNITION*—Gain familiarity with colors and their names.

Expected Performance	Activities	Materials
a) Match objects of same color.	Color matching game: Use color cubes, color plastic discs or poker chips, colored pipe cleaners, construction paper. Place red objects on red paper. Tell children all objects are the same and ask them to guess how they are the same. Ask them to find other items in the room that are the same color. Have children gain experiences with the basic colors through use of paints, crayons, felt pens, colored construction paper, colored paddles, colored chalk, colored cubes, colored felt pieces.	Color cubes Poker chips Pipe cleaners Construction paper Record: *Learning Basic Skills to Music,* Hap Palmer AR 514
b) Identify and name colors. Later, label with color words.	Color Lotto Game for small groups: Paste or tape 3" squares of colored felt on 9" square piece of hardboard so that each board has 9 colors on it (red, green, purple, yellow, brown, white, blue, black, orange). Set up four boards. Arrange colors on each board in a different way. From a stack of colored felt squares give children a felt square, say the name of the color and ask children to find a square on the board that is the same color. When they do, they cover the square with felt. Repeat until all squares on the board are covered. Using poster board in each of the colors, cut out 3" circles. Staple each colored circle to a popsicle stick. Hold up one at a time, sing "Lollipop, lollipop, who will buy my lollipop? What color is it?" Call on a child. If the correct color is named, the child gets to hold the lollipop. Color Fishing Game. Fish are cut out of colored construction paper. Staple a metal clip to each fish. For fishing rod attach an 18" string to a pencil and tie a magnet to the end of the string. As children catch a "fish" they call out the color.	Felt color board—9" squares of hardboard. Felt cut into 3" squares Construction paper color board—cut squares of colored construction paper. Paste on piece of cardboard. Cover board with Saran Wrap. Songs—using each child's name and the color of an item of clothing. "Mary wore a red dress, A red dress, a red dress, Mary wore a red dress All day long." Tommy wore a blue shirt, A blue shirt, a blue shirt, Tommy wore a blue shirt All day long." Books: *What is the Color of the Wide, Wide World?,* Margaret Friskey *Little Blue and Little Yellow,* Leo Lionni

Intellectual Development

Objective No. 1: *COLOR RECOGNITION*—Gain familiarity with colors and their names.

Expected Performance	Activities	Materials
	Use one color at a time. One day paint an easel with green paint. Serve green vegetables. Next day finger paint with yellow paint. Reinforce by serving yellow foods. On "orange day" have children cut and paste with orange paper. Serve oranges, orange juice, etc. on that day. On "purple day" grate purple crayons and spread between two sheets of wax paper. Serve purple plums or grapes. On "white day" whip up Ivory Flakes and use as finger paint on table tops. Serve white milk, white bread, vanilla ice cream for the edibles.	Table easel—cut a medium-sized carton in half diagonally. Tempera Paint Colored foods—vegetables, fruit, milk, ice cream Ivory Flakes
c) Combine two primary colors to create secondary color.	On moistened finger paint paper place two dabs of tempera, one each of a primary color. Have children mix tempera dabs and see what happens. Similarly blend finger paints. At easel set out two containers of tempera using two of the primary colors. Color paddles—have children place one paddle over another to see which new color is created. Using a primary color of tempera, finger paint to chalk, let children create new tints by adding varying amounts of white to their productions. Let them create shades by adding black.	Finger Paint paper Colored paddles or sheets of colored plastic Colored cellophane

Intellectual Development

Objective No. 1: *SHAPE RECOGNITION*—Learn geometric shapes.

Expected Performance	Activities	Materials
a) Match shapes—such as circles, squares, triangles, diamonds. Use three-dimensional manipulatives.	Introduce one shape at a time. Provide manipulative experiences with each shape—sorting, stacking, matching. Cut out construction paper shapes. Have children sort shapes into groups, all circles, all squares, all triangles, etc. Make large geometric shape outlines on floor using masking tape. Have children walk around the shape, sit inside it, jump in it, lie down in it. Outline shape with masking tape on a table top. Place several different solid shapes next to outline and ask children to place a matching solid shape inside the outline.	Orange—sphere Ice cream cone—cone Geometric shapes and templates Attribute blocks
b) Identify and label shapes. Classify circles, squares, triangles, etc. by name.	Fishing game with shapes—3'' piece of cardboard cut into geometric shapes with paper clip stapled onto center of each. If children can name the shape of the fish they catch, they get to keep the fish. Cut potatoes and sponges into various shapes. Dip in flat containers of thick paint to make prints of geometric patterns. Give children 3'' cut-out semicircles and have them form circles; quarter circles to make circles. Have them reassemble squares that have been cut diagonally.	Sponges Potatoes Tempera Construction paper
c) Pick out objects in their environment that have same shapes as specific shape being worked with.	Put out toys that exemplify shapes that are being taught so that the children can discover circles in wheels, mirrors, roll of tape; squares or rectangles in books, boxes, blocks, window frames, door frames; triangles in blocks, cookie cutters. Ask children to discover rectangles in the room—windows, doors, table tops, blocks. Ask them to discover rectangles outside—a truck, a house, a large building. Circles inside—mirrors, round blocks—and circles outside—balls, the sun, the moon—can also be discovered.	

Intellectual Development

Objective No. 1: *SHAPE RECOGNITION*—Learn geometric shapes.

Expected Performance	Activities	Materials
	Set out pipe cleaners. Have children construct various geometric shapes. Then have them see how many changes are necessary to change the shape of the pipe cleaners from a square to a triangle, from a triangle to a diamond.	
	Roll out cookie dough and have children cut dough into shapes with cookie cutters.	
	Have children make their own circle-shaped tortillas, patting or rolling out their own tortillas.	Tortilla recipe
d) Verbalize the characteristics of the different shapes.	Have children describe shapes. Set out straws or toothpicks. Put three together so they make a triangle. Ask "Who can tell me the name of this shape?" Then have children make their own triangles and say, "I have a triangle; it has three sides." Repeat with four straws or toothpicks making a square.	Paper straws Toothpicks Pipe cleaners

Intellectual Development

Objective No. 1: *READING*—Learn that reading is everywhere.

Expected Performance	Activities	Materials
a) Learn to associate signs with words.	Locate words in the environment, i.e., MacDonald's, Safeway, gas, stop, no parking. Students illustrate these words. Play a matching game in which students match pictures with words.	Paper Crayons Paint Pictures Word cards
b) Learn that the names of objects can be written and read.	Label things in the classroom, i.e., wall, door, coat closet. Display name cards on bulletin boards.	Cards Marking pens
c) Learn to identify and read the first names of the children in the class.	Give other name cards to children and match with cards on bulletin boards. Children take attendance by removing name cards from the card holder. Children read names of those absent and those present.	Name cards Card holder
d) Learn to read survival words.	Locate and read survival words such as boys, girls, men, women, exit, stop, danger. Illustrate these words.	Paper Crayons Paint
e) Learn to enjoy books.	Read to children DAILY. Provide time each day for children to look at books and magazines.	Books Magazines

Intellectual Development

Objective No. 2: *READING*—Learn that reading is language written down.

Expected Performance	Activities	Materials
a) Learn that oral language can be written down and read back.	Discuss an event. Chart it using the students' language. Reread the story with students. Duplicate story. Cut into sentences. Students arrange to reform story. Duplicate sentences. Cut into words. Rebuild into sentences. Students write and illustrate own stories. Students read each others' stories. Place students' stories in classroom library.	Chart paper Marking pens Scissors

Intellectual Development

Objective No. 3: *CHILDREN AS AUTHORS*—Learn to create own books.

Expected Performance	Activities	Materials
a) Express ideas orally.	Make a trip to a supermarket, zoo, fire station. Discuss the trip.	
b) Understand that words can be verbalized, written and read.	Chart a story with a group of children. The teacher writes the story as the students express their ideas verbally. Each child draws a picture to accompany the story.	Chart paper Marking pens
c) Learn the responsibilities of authorship.	Make simple books consisting of pages stapled together with construction paper cover.	Paper—lined, unlined Construction paper
d) Learn to author and illustrate a story.	Children draw pictures and tell the teacher about the pictures. The teacher writes each child's story and reads it back with the child.	Crayons
e) Learn simple bookbinding techniques.	Children make their own books through a simple bookbinding technique. Contact paper or cloth is used in the cover.	Contact paper

Intellectual Development

Objective No. 1: *RELATIONAL CONCEPTS*—Learn concepts of same/different.

Expected Performance	Activities	Materials
a) Match two objects that have one common attribute (such as color or shape).	Provide many opportunities for sorting. Place plastic containers next to small objects that are to be sorted. Container can have a specific color painted on it if objects are to be sorted according to color, or a felt pen drawing of a shape if objects are to be sorted according to shape. Objects for sorting can be poker chips, beads, small colored blocks, colored felt, flannel or construction paper cut into various shapes.	Colored beads 1'' colored blocks Poker chips or plastic discs Felt cut-outs Plastic containers (1 pt. size) Buttons Wooden beads Attribute blocks Cuisenaire rods

Intellectual Development

Objective No. 2: *RELATIONAL CONCEPTS*—Learn concepts none/some/all.

Expected Performance	Activities	Materials
a) Recognize that a total absence of objects means none and total presence of objects means all. b) Understand the concept of one more and one less.	Use songs, finger plays that convey concepts of all or none such as "Five Little Chickadees." Provide for many experiences collecting and accumulating objects in containers or assembling them in stacks. After children enumerate things one at a time, they are able to perceive them in a collective sense.	
c) Recognize that something may have been added to or removed from a total number of objects.	Develop concept of addition using plastic counting discs or poker chips. Develop the concept of one more than and one less than. Have children start with a stack of three discs. Hand out one more disc to add to the stack and have them count and see there are now four discs. Have them make two stacks of two. These are subsets. When joined together they make a set (addition). When children remove a subset, they can see they have the same number of discs started with (subtraction). Point out, "You had three discs, you added one more, and then you had four discs. You took two discs away and you had two discs left."	Poker chips Plastic counting discs Wooden blocks Books: *Millions of Cats*, Wanda Gag
d) Verbalize when none/some or all of a total number of objects is obtained.	Set up an area where children can pour water, rice, etc. from one container into another container. When one container has all of the water, have children distinguish that one container has all and the other has none of the water. When both containers are partly filled, have children distinguish that each container has some of the water. Using one small and one large container, have children explore further. Ask, "How many times do you have to fill the small container and pour the water into the big one, to fill the big one?"	Plastic containers or pitchers Water basin (can use plastic baby tub) Plastic drop cloth to be placed under basin Plastic or oil cloth aprons

Intellectual Development

Objective No. 3: *RELATIONAL CONCEPTS*—Learn concepts of part/whole relationships.

Expected Performance	Activities	Materials
a) Structure parts into whole in working with puzzles.	Begin with simple puzzles that just have three or four pieces. As children become adept at putting puzzles together, add more complicated puzzles. When children are having difficulty with a puzzle, assist them by asking questions that help them figure out where the pieces go, such as, "Where does the head go? That's right, it logically goes on top of the body." Use terminology such as "logically" when appropriate.	Wooden puzzles Homemade puzzles Magazine or catalog pictures pasted on heavy cardboard cut into several pieces
b) Create a new whole when given parts such as blocks, tinker toys, interlocking wooden pieces.	Using colored 1" blocks or parquetry blocks, create a simple design and have children duplicate the model with their blocks. Invite children to produce their own designs with blocks. Set out wooden beads in different shapes and colors. Encourage them to create their own patterns in stringing them with tinker toys, have them create some original shapes. Large block construction can be used to stimulate the imagination and contribute to dramatic play. To encourage creative block construction, add rubber animals and people, boxes, boards, small cars and trucks, airplanes, trains, etc. to block area.	1" wooden blocks Parquetry sets Tinker toys Wooden beads Scrap telephone cable wire for stringing Big blocks
c) Distinguish figure from ground in pictures.	Make scribble drawing with letters or figures in them. Have children recognize letters or figures in drawings.	

Objective No. 4: *RELATIONAL CONCEPTS*—Learn spatial relationships such as up/down, over/under, on/through, around/next to, near/far, close to/away from, left/right.

Expected Performance	Activities	Materials
a) Point to positions of objects when given a verbal stimulus.	Start with games or activities that involve the children's entire bodies. Provide a model for the children to follow as they hear the words. Lift your arms up as you tell children to lift their arms, put them down when you tell children to put them down. Or, hold a puppet and have puppet be the model. "Mr. Puppet says, 'walk around the table.'" "Mr. Puppet says, 'sit next to the wall.'" The games should be kept short. In giving verbal directions during the course of the day, emphasize key locational words; "Mary you may sit next to Rickey." "Jimmy you may be first to go outside."	Homemade puppets—children's drawings or figures cut from magazines. Mount heavy paper, fastened to paint paddle or popsicle stick. Stuff paper bag with paper. Stuff sock, use buttons for eyes and mouth. Add wool for hair. Cardboard tunnel—cut end of several large boxes. Use boxes for children to crawl through.
b) Place objects in spatial positions when given verbal stimulus. Verbalize which is up, down, etc. Distinguish top from bottom, back from front, inside from outside.	Have children put chairs, tables, cartons, large blocks in a row. Play games that include verbal directions such as, "Simon says walk through the door." "Step over the blocks." "Crawl under the table." "Crawl inside the box." "Hide in back of the box." "Stand on top of the chair." Have children take turns setting the table at snack or meal times so they can have experiences with such spatial relationships as putting the plates in the middle of the placemats, the spoons on the right side, the forks on the left side, the napkins under the forks.	
c) Have some recognition of which is right hand, which is left hand.	Play games which emphasize right and left such as "Hokey-Pokey." Mark right hand with ribbon, tape, etc. Experiences with ball or bean bag (throw ball with right hand, left hand; kick with right foot, left foot.)	

Intellectual Development

Objective No. 5: *RELATIONAL CONCEPTS*—Learn temporal relationships such as before/after, beginning/end, first/last/next.

Expected Performance	Activities	Materials
a) Associate activities and events with time periods of day.	Keep sequence of activities similar each day with quiet times following active times, outdoor times following indoor times. The children will learn the pattern of the schedule and know about when it's time to have their snacks, to go outdoors, to have a story read to them. Prepare children a few minutes before an activity will be changed with statements such as "After we finish painting we will have a snack."	Chart on wall with sequence of activities—have picture of activities with the word have a picture or a cookie next to the word have a picture of a tricycle next to "outdoor time"
b) Recognize and verbalize time sequences in a story or life situation, what comes first, what comes next, what is the beginning, what is the end.	Encourage children to talk about something they have done or seen, or to talk about a story they have heard. Try to ask children questions that will help them develop their ideas sequentially such as, "And what do you think happened after that?"	Make daily schedule sequence clock
c) Understand what it means to be first/last/before/after.	Play games that require children to take turns. Keep group small so children do not have to wait more than just a few minutes for a turn. Let children know if their turn is first or last or before or after another child's turn. Games: Hopscotch, leap-frog, jump-rope, ball throw and catch, kick-the-stick, musical chairs. (The games should have few rules and should not be competitive.)	Commercial or homemade sequence pictures of familiar stories
d) Begin to understand the relationship of yesterday, today, and tomorrow.	Discuss plans for tomorrow or what was done yesterday and plans for today. Show through calendar of activities what is today, all the tomorrows, and all the yesterdays.	Calendar

Objective No. 6: *RELATIONAL CONCEPTS*—Learn concepts of distance such as near/far, close to/away from.

Expected Performance	Activities	Materials
a) Place objects close to or away from each other according to a verbal stimulus.	With Lotto Cards have children place two cards that match each other close together and cards that don't match away from each other. Verbalize concepts of near or far when children are working with different objects. Point out, "The truck is near the chair; the blocks are not near the wagon, they are far away."	Lotto cards—cut 2" squares of manila paper. Draw designs on them with felt pens or paste cut-out pictures on them. Set up sets of two each.
b) Identify and verbalize whether objects are close to or far away from them.	Take children for a walk. Talk about what they see that is close to them, what they see that is far away. Large muscle activities offer experiences in concepts of distance. "Can you climb up to the top of the hill?" "Can you swing as high as that tree branch?" "Can you throw the ball as far as that fence?"	
c) Abstract idea that certain places are close to home or school or far from home or school.	Take children for walks in the neighborhood and on bus trips outside the immediate community so that they may gain some experiences with distances. Talk about how many corners they had to turn or how many streets they had to cross to get to where they were going. Field trips should be limited in number and be of good educational value. Take pictures of places of interest in the community or use study prints of gas stations, shops, fire stations, etc. Have children arrange pictures on large sheets of paper on which an outline of the school has been drawn. Ask children to place the pictures according to where they visualize the places are in relation to the school. "Is this building close to the school or did you have to take a long walk?"	

Intellectual Development

Objective No. 7: *RELATIONAL CONCEPTS:* Learn to make judgments concerning the quantity of a substance.

Expected Performance	Activities	Materials
a) Verbalize the idea of sameness.	Supply bottles of different sizes. Children pour one cupful of water into each bottle. Inquire if each bottle contains the same amount. Encourage reasons for their responses.	Bottles—different sizes Water
b) Make guesses and attempt to validate these through experimentation.	Have the children guess how many small boxes of sand will fill a drinking cup. Then have them perform the experiment to see if they were right.	Small boxes Sand Drinking cups
c) Demonstrate an understanding of equal amounts.	Give children two equal balls of clay. Ask if the balls are of equal size. Have the children form each lump into a variety of shapes and then return to the ball form. Help them to recognize that the amounts remain the same.	Clay

Intellectual Development

Objective No. 1: *CLASSIFYING*—Learn to classify on the basis of different categorical criteria.

Expected Performance.	Activities	Materials
a) Match and sort according to one attribute such as color, shape, size in this progression of difficulty.	Use a set of kindergarten beads in two sizes, two shapes, and two colors. Make a model string using beads that are all of the same color (e.g. red). Have children copy the string by suggesting that all red beads be strung on their wire. Next make a model string using the second color. Follow this with a model string using beads that all have the same shape. Verbalize the name of the color or of the shape that is being used. Set up three plastic containers. Give children an assortment of three kinds of nuts (pecans, walnuts, peanuts). Put one of each kind in each container and have children sort the nuts according to the model in the container. Set up similar sorting games using poker chips or colored beads.	Colored beads Telephone cable wire Beads can be made out of thread spools 21 lbs. of nuts (walnuts, peanuts) Plastic containers Poker chips
b) Match and sort according to more than one attribute. Identify common attributes of objects being categorized.	Set up a "color" table. Everything on it must be the same color. Children may bring in items to add to the collection. Use playing cards for matching colors, shapes, numbers. For experiences of sorting on the basis of color and shape, the following ideas are helpful. Label plastic containers with a paper cut-out of shape in appropriate color or with a drawing made with a color crayon. Cut felt pieces in the colors and shapes called for, and have children sort and match according to the two criteria. To identify common attributes, place on table hammer and nail, ball and bat, cup and saucer, brush and paints or other items that go together. Have children identify them. Scramble the items and have children put them together. Ask why they go together.	Book: *Everything Has Shape,* Bernice Kohn Books: *Work Jobs*
c) Abstract several attributes in generalizing a classification or category.	Display books, pictures, toy models of animals.	

Intellectual Development

Objective No. 1: *CLASSIFYING*—Learn to classify on the basis of different categorical criteria.

Expected Performance.	Activities	Materials
	Have children bring their pets to visit the school. Point out that all of these are animals but that some animals in the world are domestic animals (dogs, cats), some are farm animals (cows, horses, sheep, pigs), some are wild animals that live in cold regions (polar bears, seals), so that the children can become familiar with the concept of different classifications within a category. Have children find things in the room that go together. Ask them to find things we can write with and put them together (pencils, crayons, felt pens, chalk); things we clean the house with (brooms, mops, dustpans, sponges); things we build with, we eat with, etc. Allow children to sort their own categories and verbalize their own ideas or reasons.	

Intellectual Development

Objective No. 1: *SEQUENCING*—Learn seriation and sequencing.

Expected Performance.	Activities	Materials
a) Place objects in a sequential order given a concrete criteria base, such as color and size. Count sequentially.	Patterning can be done with manipulative toys according to color, size, shape etc.	
	Set out peg boards and pegs. On one board place pegs in a sequential color pattern (two red pegs, two blue pegs, two yellow pegs, etc.) and have children replicate the pattern on their boards.	Peg boards—cut commercial peg board into 12'' squares. Glue two squares together for depth. Use cut off golf tees as pegs.
	Verbalize the pattern if necessary. ''Here are two red pegs and two blue pegs, etc.'' Allow plenty of space so children can extend pattern. Sing counting songs such as: ''One-two buckle my shoe, three-four shut the door, five-six pick up sticks, seven-eight lay them straight, nine-ten the big fat hen.''	Pattern cards Parquetry blocks Beads
b) Arrange ideas or objects within a developmental sequence or arrangement.	Using Cuisenaire rods, wooden dowels, stacking rings, or blocks, set up patterns that children can extend. Patterns can be set up according to the following ordering concepts: largest to smallest, tallest to shortest, widest to narrowest.	Wooden dowels cut into 3'', 7'', 9'' lengths Book: *Jeanne-Marie Counts Her Sheep,* Francois
	When children arrive at school, state: ''This is the first day we come to school; (or the second day); this is the last day of this week that we come to school.''	
c) Verbalize the correct order of events.	Tell stories with a sequence of events and use flannel board and figures to be added to or taken from board as story progresses. Place pictures from left to right across the board. After children are familiar with stories place the felt figure shapes near the board and let them have experiences telling the stories as they place the figures on the board.	Flannel board stories Flannel board Felt cut-out figure shapes Stories: ''Three Billy Goats Gruff'' ''The Gingerbread Boy'' ''Little Red Riding Hood'' ''The Three Little Pigs''

Intellectual Development

Objective No. 1: *LEFT-TO-RIGHT SEQUENCING*—Learns left-right sequencing.

Expected Performance	Activities	Materials
a) Follow left-to-right sequencing when telling about a series of three or four pictures. b) Arrange a progressive series of numerals or pictures in left-to-right sequence. c) Print or read letters of name in left-to-right sequence.	Set up story pictures of nursery-rhyme cards that come in series of three. Tell the story or recite the rhyme in sequence. Scramble the cards and have children put them back in order as they tell the story or recite the rhyme. Cut out or draw set of five or six pictures with first picture showing boy or girl waking up, second picture with child dresing, third picture with child brushing teeth, fourth picture with child eating breakfast, fifth with child going to school. Scramble pictures on table. Have children arrange pictures in a left-to-right sequence and tell story of what is happening. Help children arrange a series of numerals on flannel or magnetic board starting with one and progressing to ten, or a set of shapes starting with the smallest shape and progressing to the largest shape. Use verbal interaction. When children are ready, encourage them to print their names in upper left hand corner of papers so that they will become accustomed to looking first at that corner of a page when starting to read.	Flannel board—flannel stapled or taped onto heavy board Story figures—cut figures out of inexpensive story books, paste sandpaper on back

Intellectual Development

Objective No. 1: *CHILDREN AND THEIR WORLD: Environmental Awareness*
Become aware of themselves in relation to the natural forces of the environment.

Expected Performance	Activities	Materials
a) Show awareness of different types of weather. Know they need heavy clothing on a cold day and light clothing on a warm day.	Have children discuss boots and mittens and jackets they wear on cold or snowy days, jackets and rainhats or raincoats they may wear on rainy days. Bring an umbrella to school. Take a few children at a time for a walk in rain under the umbrella. Talk about types of clothing worn in warm weather. Cut out large felt figures of boy and girl. Cut out felt shapes of different types of clothing. Have children put felt clothing on felt figure that is appropriate for the weather. Hang thermometer inside and outdoors. Children will notice changes in temperature as mercury goes higher or lower.	Books: *A Snowy Day,* E.J. Keats *White Snow, Bright Snow,* Alvin Tressett Felt cut-outs Felt board Books: *Goodnight Moon,* Margaret W. Brown, Harper *Earth and Sky,* Mona Day, Harper *One Day in Summer,* Jean Van Leeuwen, Rando *It's Time Now,* Alvin Tressett, Lathrop Record: *Why Mommy,* Columbia Records
b) Know that the moon is associated with night and the sun with day. Distinguish stars and clouds in the sky. Know that it is cold in the winter, warm in the summer. Know that some flowers start to bloom in the spring and that some trees lose their leaves in the fall.	Use pictures that show the different seasons; spring, summer, fall and winter. Have children plant flowers in the spring. They can prepare the soil with digging tools, plant flower or vegetable seeds, water and weed the plants and observe how they grow through the warm summer months. Small plants can be grown indoors in flower pots or in cardboard cartons that are lined with plastic sheeting. Beans or grass seed can be sprouted in wet cotton or on damp paper toweling. Seeds can be examined under a microscope. Collect leaves from different trees, make leaf prints. Place leaf on table, place sheet of paper on top and rub over with crayon. In the autumn, the children can rake the leaves, bring some leaves indoors and press them between two sheets of wax paper to make place mats.	Cards (for use throughout this section of "The "Children and Their World" Environmental Values Action Cards) Wax paper

Intellectual Development

Objective No. 1: *CHILDREN AND THEIR WORLD: Environmental Awareness*
Become aware of themselves in relation to the natural forces of the environment.

Expected Performance	Activities	Materials
	When it snows, build snow fort outdoors or bring snow indoors in large tubs. Press snow into small square empty milk cartons (a little water can be added to the snow to help it freeze). When the snow hardens, remove from cartons and use square blocks for building igloos.	Milk cartons
	Look at snow through a microscope or against black paper.	Microscope Black paper
	Walk in the snow and discuss footprints. Look for animal footprints and identify them.	
	Put food outside for animals and birds. For birds, insert pipe cleaner in piece of dry bread and hang on tree.	Pipe cleaners Dry bread
	Read stories about nighttime (the stars and the moon) such as *Goodnight Moon*. Make a night picture by coloring a heavy piece of construction paper with black crayon. A nail or a pin can be used to etch stars or a moon on the picture.	Heavy construction paper Nails or pins
	Show how clouds form when warm air rises from the ground. Pour hot water into a bottle. When bottle becomes hot, pour out all but 1" of the water. Stretch cloth over the mouth of the bottle. Put crushed ice on this and fasten the cloth and ice in place.	Bottle Cloth Crushed ice
c) Understand that there are some natural forces over which people have no control (weather, earthquakes, floods) and that there are some over which they have some control.	Demonstrate how erosion of the soil takes place. Pour water over some sloping soil and show how the water washes away the top soil. Pour water over a grass-covered slope to show how grass protects the top soil from washing away or eroding.	
	Explain that erosion is a natural process. Ask where eroded soil goes. (It forms flood plains and deltas—very rich farming soils.)	

Objective No. 2: *CHILDREN AND THEIR WORLD: Environmental Awareness*
See that some control over the environment can be exercised.

Expected Performance	Activities	Materials
a) Help to pick up and clean up under directed guidance.	Have children put toys back where they got them. The teacher can help set an example with such suggestions as, "You put away the trucks while I put away the safety signs." Have waste paper containers handy so children can dispose of litter.	Waste baskets
	Have children take care of their own possessions; hang up their wraps, help clean up after a work session. Have a small bucket and sponge handy so children can clean up after spills.	Bucket and sponge
b) Understand that litter and neglect have adverse effects on the environment. Help in group planning to improve the environment.	Have children help in decorating the classroom. They can hang their paintings on the walls with masking tape. They can bring flowers in from outdoors and place them in containers. They can plant a garden outdoors. They can help plan rearrangement of different classroom areas.	Masking tape
c) Initiate and plan activities that help protect the environment with emphasis on conservation in practical ways.	Have children learn that empty bottles, aluminum cans and paper cartons can be recycled (used over again). Have children save them (they can bring them from home or save those that are accumulated in school). As a class project, they can carry them to a recycling collection center in a nearby store.	Poems: *Poems for Young Gardeners,* Ella Bramblett
	Children can make their own compost and learn that we can put back in the ground what we have taken from it. In the fall, the children can rake the leaves and pile them in one area. Add nitrogen to the compost pile to get the leaves to break down, (manure is good nitrogen supplement, one part manure to five parts leaves).	Leaves Nitrogen Manure
	Conserve classroom materials: paper, paste, glue, water.	

Intellectual Development

Objective No. 3: *CHILDREN AND THEIR WORLD: Environmental Awareness*
Learn that an interdependency exists among all living things.

Expected Performance	Activities	Materials
a) Show an interest in and a concern for living things such as plants and animals.	Have children feed the school pets (gold fish, parakeets, white mice, Guinea pigs, hamsters, etc.). Take children to visit the zoo or a nearby farm where they can observe different kinds of animals. Have children bring their pets to visit the school.	Pets SCIS Materials ESS Materials
b) Understand that plants, animals and people are interdependent. That pets, plants, etc. have to be fed and cared for. Know that some plants and animals provide food and some clothing.	Have the children compare what happens to a plant that is not watered and is kept in a dark area with one that they water and put in an area that receives light. Have children walk around area and make sure there is some food and water for the birds. They can hang feeders on tree branches for the birds. Have pictures of different kinds of fruits and vegetables and how they grow (whether on bushes, trees, or under the ground). Bring in samples of the real fruits and vegetables and place on a table next to each picture (see objective 4 a). Let children sample the foods. Use pictures of fish and of animals that provide us with meat. Use pictures of sheep and some samples of raw wool and finished wool; a picture of a silkworm and a silk scarf; a sample of a cotton plant and a cotton shirt. Point out that plants furnish shelter for animals. Point out that snakes live behind rocks; ants live in sand; squirrels live in tree trunks; gophers live under the ground. Have children find earthworms and observe where they live.	Plants Beans Pine cones Bird feeders—pine cone feeder, spread peanut butter on cone. Dip cone in bird seed. Tie string to cone and branch. Pictures of fruits and vegetables Real fruit and vegetables Book: *The Carrot Seed,* Ruth Krauss Pictures of fish, animals, raw wool, silkworm, cotton plant

Objective No. 3: *CHILDREN AND THEIR WORLD: Environmental Awareness*
Learn that an interdependency exists among all living things.

Expected Performance	Activities	Materials
c) Understand that people have responsibilities to help protect the environment—to protect animal life and not despoil the rivers, lakes and forests.	Talk about fire safety. Very cautiously burn a few sticks and have children observe the smoke, feel the heat, and see that ashes and soot remain. Talk about the fact that smoke gets in the eyes and throat and irritates them and that people, animals and plants would not be able to breathe and live if smoke and other gases replaced the air around us. Discuss fire safety in the home and what to do in case of fire. Snow pictures of forest fires. Bring in pictures of *Smokey the Bear* taken from newspaper. Talk about fire safety when out hiking or on a camping trip. Explain that some forest and range fires are natural and desirable; others, unwanted and undesirable. Have children observe the exhaust from a car's engine and become aware of how that pollutes the air.	Sticks Get checklist from fire department Pictures

Intellectual Development

Objective No. 4: *CHILDREN AND THEIR WORLD: Environmental Awareness*
Develop an aesthetic sense. Appreciate beauty in the world around.

Expected Performance	Activities	Materials
a) Notice and contribute to beauty in the outside environment.	Take children on nature walks. Have them notice different shapes of rocks, colors of leaves, flowers, the graceful formation of clouds in the sky, the colors of the sky. Have the children plant and take care of flowers, trees and shrubs, etc. with emphasis on conservation (see objective 3 b).	
b) Learn about beauty in words, art and music.	Bring in book with pictures of beautiful paintings. Read poetry to the children. Play classical music on the record player. Have children paint what they feel as they listen to music. Take children to visit a museum to see paintings, sculptures, etc.	Books: *Famous Paintings,* Alice Chase *Looking at Art,* Alice Chase Record *Nutcracker Suite,* Tchaikovsky Painting supplies Easels

Intellectual Development

Objective No. 1: *SCIENCE CONCEPTS*—Learn that physical matter takes the form of solids, liquids, or gases.

Expected Performance.	Activities	Materials
a) Identify solids (a rock, a piece of iron), liquids (milk, water) and gases (smoke, air).	Take a rock-hunting walk around the school and have children gather a variety of rocks. Put rock exhibit on shelves, table or wooden crate. Label the rocks. Display books with pictures of rocks. If rocks have dirt on them, children can wash rocks in soapy water. If there are tiny crystals in the exhibit, they can be placed in plastic pill boxes. Set up water table with containers so children can pour the liquid from one container into another. When serving juice or milk let children pour the liquid from the container into their cups. Walk to observe smoke coming from smoke stacks and chimneys. Burn a candle and have children observe the smoke which is the gas formed when the candle is burned.	Books: *The Story of Rocks,* D. Shuttlesworth *The Rock Book,* Carrol Lane Fenton 101 Science Experiments
b) Classify matter on physical basis.	Have children feel the hardness and the various textures of rocks they have gathered. Have them put a rock in a basin of water to discover if it will float. Have children experiment with magnets. Drop a bunch of tacks, nails, paper clips on the floor. Have them pull them up with the magnets. Have them use the magnets on crayons, blocks, chalk, plastic objects, fabric, paper and have them discover that the magnet won't pull any of them up but will only attract things that are made of iron or steel. While playing with water have children discover all the things they can do with it (drink it, wash themselves with it, pour it, wash clothes, wash dishes, wash tables, wash floors). Discuss other liquids (milk, juice, pop, coffee, tea). Ask what we do with these liquids.	Books: *Science Can be Fun,* Munro Leaf *The Science Book of Magnets,* H. Ruchlin Science materials center Magnet

Intellectual Development

Objective No. 1: *SCIENCE CONCEPTS*—Learn that physical matter takes the form of solids, liquids, or gases.

Expected Performance.	Activities	Materials
	After children see smoke, discuss a gas that we can't see such as air. We can't see it, but we can see things being moved by it, like dust, or leaves, or clothes flapping on a clothesline. Have them watch air take up space.	
	Turn a glass full of water upside down and push it down into a basin of water. See how the air takes up space and pushes the water so it can't fill the glass. Turn the glass over and let the air out. Then the glass will fill all the way up with water and sink.	Glass, water
c) Verbalize about various characteristics of each form of matter.	Let children discover that iron is hard and either rough textured or smooth textured and rocks are hard and either rough or smooth but that a piece of iron can be pulled by a magnet, but a rock can't.	Iron, rocks
	While playing with water have them discover that water has force and can push things away, that water has weight, that it has no color but sometimes appears to be green or blue. Have them discover that water makes noise, that it flows and will take on the shape of any container it is put into.	
	Have them discover that air can be hot or cold, heavy or light.	
	Cold air doesn't take as much space as hot air.	
	Put a milk bottle full of air upside down in a bowl of water and mark how high the water comes inside the bottle. Put them in a refrigerator for an hour. When you take them out you will see that the cold air takes up less space now and has let more water go up higher into the bottle.	
	When air gets hot it pushes and takes up more space. It is lighter than cold air, so it moves up and away from the cold air that is near the ground.	
	Blow some soap bubbles near a warm heater or stove and watch the warm air push the bubbles up.	Soap bubbles—liquid soap (made from a pure soap, not a detergent) in a pan of water. Add a few drops of glycerine. Have children beat mixture with hand egg beaters.

Intellectual Development

Objective No. 1: *SCIENCE CONCEPTS*—Learn that physical matter takes the form of solids, liquids, or gases.

Expected Performance.	Activities	Materials
	Have children examine some of the following objects and distinguish which are solids, which are liquids, and which are gases. Wood, metal, ice, water in a container, balloons filled with air, can be examined by the children too. In practical ways, give children experiences with steps of the scientific method. 1. Raise a question. 2. Do research. 3. Predict outcome. 4. Perform a task. Make observations. 5. Record. 6. Draw conclusions.	

Intellectual Development

Objective No. 2: *SCIENCE CONCEPTS*—Learn that physical changes can take place in matter.

Expected Performance.	Activities	Materials
a) Identify physical matter in its various forms; such as, ice is another form of matter.	Have children put water in paper cups and place the cups in a freezer. Discuss the results so that they understand that water is still water even though it is in a solid state. When water runs out of a faucet or a hose and the children can drink it or swim in it, it is a liquid. When it gets cold enough to freeze and become hard so it has a shape, it is a solid.	Paper cups
b) Perform simple experiments such as making ice cubes, boiling water and watching the steam form. Explain how the physical changes take place.	Have children put a piece of ice in a pan. Put it on a stove and as it gets warm they will see the ice melt and become a liquid. As the liquid starts to boil they will be able to see it become steam which is a gaseous form of water. When it is a gas it can't be seen (just as air can't be seen) until it cools enough to change back to liquid drops. Then it can be seen even though the drops are very tiny and light enough to float in the air.	Ice
c) Predict possible outcomes of simple experiments.	After children are able to predict what will happen to the water when it is left to boil, and what will happen to the ice when it is left in a warm place, present the concepts of liquid, solid and gas as they are related to the earth and weather. In the winter, when it is very cold, some of the water in rivers, lakes and ponds freezes and becomes solid ice. Snow is frozen water from clouds, so snow is a water solid too. When water will pour, it is a liquid. Rain is a liquid. Rain goes into the ground and runs from streams to lakes and rivers or oceans. The hot sun heats some of the water in the oceans, lakes and rivers and the heated vapor goes into the air. There it cools and becomes tiny drops of liquid and forms clouds. When the water in the clouds cools enough to stick together as large drops, it becomes rain.	Study prints of different types of weather Magazine pictures Globe Book: *Little Johnny Raindrop,* Gary Swant Deer Lodge, Montana

Intellectual Development

Objective No. 3: *SCIENCE CONCEPTS*—Learn that chemical changes take place in matter.

Expected Performance	Activities	Materials
a) Perform simple experiments to make chemical changes take place in matter.	In cooking and baking, chemical changes take place in the foods that are being used.	
	Make Jello to show how a liquid becomes a solid.	
	Have children examine, smell and taste popping corn before it is put into the hot oil. If there is a glass lid on the popper, have them see the kernels beginning to change shape and size as they are exposed to heat. When corn has popped, let them see the difference, and taste and smell the difference, between the raw kernels and the cooked kernels.	Corn popper or heavy pot with lid Popping corn Oil, salt
	For baking use a simple biscuit recipe or gingerbread recipe. Let the children do the mixing, kneading and cutting. They could also prepare the dough for tortillas, sopapillas, or Indian grease bread.	
	To have children learn how bread is made, try to arrange a visit to a bakery. Mix a basic bread dough and have it rise so that the rising effect of the yeast can be observed. Since bread dough needs three or four hours to rise and another 45 minutes to bake, it may be advisable to mix the dough one day, let it rise and then refrigerate it. On the second day let it rise again, shape it and bake it. Or use a prepared bread mix.	
	Toast bread, boil potatoes, slice and boil apples. Allow students to taste and examine each before and after heat is applied.	Bread, potatoes, apples
b) Predict possible outcomes of the experiments performed.	Bring in some real coal. Explain how coal was once plant life such as giant trees that grew in swamps. This was 200 million years ago. Over the years the trees died and fell over into the water. The great swamps became dry land and the layers of dead plants became buried deep in the earth and hardened into what we now call coal.	Coal Charcoal
	Show how salt crystals can grow on coal.	

Intellectual Development

Objective No. 3: *SCIENCE CONCEPTS*—Learn that chemical changes take place in matter.

Expected Performance.	Activities	Materials
	If coal is not available, use charcoal. Explain that charcoal was once pieces of wood just as real coal was. But instead of drying under the ground over millions of years, charcoal is made by slowly burning pieces of wood in furnaces in the absence of air. Experiment: Put several pieces of coal or charcoal in shallow bowl or aluminum pie pan. Add mixture of one cup clear ammonia, one cup laundry bluing, one cup salt, one cup water. Sprinkle red or yellow food coloring on top. Within a few hours salt crystals will form giving appearance of plants. Add water each day to keep moist.	Clear Ammonia Laundry bluing Pie tin Salt Food coloring

Intellectual Development

Objective No. 1: *NUMERAL RECOGNITION AND QUANTIFYING*—Learn to recognize numerals.

Expected Performance.	Activities	Materials
a) Match numeral shapes.	Have children match magnetic numeral shapes to numerals on magnetic boards, or felt numeral shapes to numerals on felt board. Use cards with sandpaper numerals so children can feel the shapes of the numerals.	Cut numerals one through ten of heavy sandpaper. Glue onto 2'' squares of cardboard.
b) Identify and name numerals.	*Numeral Fishing Game.* Same as Alphabet Fishing Game, except that a large numeral is printed on each fish.	Calendar—mark out square for each day of the month. Make calendar on a large sheet of heavy paper. Cut separate squares.
	Numeral Lotto Game. Use large sheet of paper with ten boxes drawn on it. Number each block with numerals one to ten. Give each child a stack of squares with a number one to ten printed on it. Play same way as Alphabet Lotto Game.	
	Add children's addresses to their name cards so they can become familiar with the numerals (if there are any) used for the house number. Can also use children's telephone numbers.	
	Use calendar to which the number of the day is added daily.	
c) Print numerals.	Give children opportunity to print numerals with finger paint, brush and tempera, felt pen, chalk, pencil. Also, numerals can be shaped with a stick in moistened sand or in mud.	Finger paint—add dry tempera in desired color to prepared liquid starch.
	When measuring objects with various measuring devices, let children keep record of measurements by writing down the size of the object next to name or picture of the object (to be done under supervision). Staple ten sheets of paper together to form a book and number each page. Children can draw or paste on each page.	

Intellectual Development

Objective No. 2: *NUMERAL RECOGNITION AND QUANTIFYING*—Learn the concepts of quantity of number, length, weight, time, interval, temperature.

Expected Performance.	Activities	Materials
a) Associate oneness and twoness with quantity sets.	Tell story of "The Three Bears" or make up a story which emphasizes numbers. Use props as story is told. For example, in telling story of "The Three Bears" place the figures of the bears on a flannel board and match the bowls of porridge, the chairs and the beds to each bear. Let the children have experiences placing the cut-out shapes on the flannel board. Cut 4" numerals out of masonite or other hardboard. Drill holes to hold pegs, with each numeral having holes that correspond to the numeral. Place numerals and pegs on table for child to investigate. Help children match pegs to numeral. "One, two pegs and this is the numeral two."	Flannel board—staple light colored cotton flannel over 18" x 24" piece of cardboard Individual flannel boards Books: *My Big Golden Counting Book,* Lillian Moore *1 through 10,* W. Frederico *Jeanne-Marie Counts her Sheep,* Francoise Set puzzles Counters Magnetic board
b) Acquire an increasing concept of numbers. Match sets to a numeral. Recognize equivalent and non-equivalent sets. Verbalize which quantity is more, which quantity is less.	Children can help count how many are wearing red or blue. Write number of each on a paper or on a board. Ask which set has more numbers. "Are there more children wearing red or blue?" When assisting in distributing supplies the children can be given a certain number of objects to match to the same number of children. For example, "Here are six paper plates. Give one to each of the six children seated at the table." Provide for many experiences with sand, water, clay, beads, blocks, so children can discover that changes in position or shape do not change quantity.	
c) Identify the number symbols on a clock, a ruler, a scale, a large thermometer. Recognize length and weight differences in objects in linear and/or metric systems.	Hang a large wall clock where children can clearly see the numerals on it and manipulate the hands. Talk about where the large hand points when it is time to eat, time to go home, etc. Let children use steel measuring tapes or yardsticks to measure the length of a table, the height of a block tower, the width of a window. Write down the measurements on a piece of paper next to name or picture of the object measured. Bring a scale to school and weigh each child. Point out how the numerals on scale show how many pounds each child weighs.	Clock Large thermometer Metal tape measures Yard sticks Scale Metric measurements

Intellectual Development

Objective No. 2: *NUMERAL RECOGNITION AND QUANTIFYING*—Learn the concepts of quantity of number, length, weight, time, interval, temperature.

Expected Performance	Activities	Materials
	Make a wall chart with each child's height and weight. On large sheet of butcher paper make a height line for each child (draw line with felt pen). Write child's name above line, height in feet and inches, and weight in pounds or metric measurements. Use a balance scale so children can experiment with different weights of objects. Set thermometer outside a window. Point out number the mercury reaches on a hot day, on a cold day. Set thermometer in a tray of ice. Have children observe where the mercury is. As the ice melts have them observe how the mercury rises.	Balance scale— attach a 10'' piece of wood vertically to a wooden block used as a stand. Drill a hole near top vertical piece, and place a straightened piece of wire hanger through the hole. Attach a piece of wire vertically to each end of the horizontal wire. Attach a plastic carton to each piece of vertical wire. Use nuts, small blocks, poker chips for use in balancing experiences.

Intellectual Development

Objective No. 1: *LETTER RECOGNITION*—Learn to recognize large print letter shapes.

Expected Performance	Activities	Materials
a) Match large print letter shapes.	Print children's names in manuscript print with first letter capitalized in upper left hand corner of papers and paintings and on their name tags. Spell out children's names as you write them. Reinforce the idea that letters can spell your name.	
b) Identify and name letter shapes.	Have children match magnetic alphabet letter to letters on a magnetic board. Cut out felt letters and have children match them to letters on a felt board. Use cards with sandpaper letters on them and have children feel the shapes of the letters. Use large cut out cardboard or plastic letter shapes. Have children feel shapes, match shapes. Do this on floor where children have lots of space. *Alphabet Lotto Game.* Draw 26 equal boxes on a large sheet of paper. Print letters of alphabet, one in each box. Print letters on small pieces of paper. "Deal" pieces of paper to each of four children, so each has several pieces. Hold up a piece of paper with a letter. "The letter is B." The child holding B can say, "I have the letter B" and then place it on the B on the alphabet chart.	Books: *The Big Happy ABC Book,* Joan Bradfield *Celestino Piatti's Animal ABC,* Piatti *Brian Wildsmith's ABC,* Brian Wildsmith
c) Print some of the letters of the alphabet (with suggested use of appropriate pencil positions).	Have children print some of the letters after many experiences with eye-hand coordination and developed hand and finger dexterity. Accept children's products.	

Intellectual Development

Objective No. 1: *WORD RECOGNITION*—Learn to recognize names.

Expected Performance.	Activities	Materials
a) Recognize their printed names.	Make name card for each child. On 3x5 card or piece of tagboard, print children's names (use first and last names). Set cards out on table, each card face up. When children come to class each day they pick out their name card and tack it to bulletin board, wall or other designated place.	Place mats—use washable heavy wallpaper squares (about 12' x 15''), or cut flannel-backed plastic or heavy plastic sheets into squares.
b) Recognize classmates' printed names.	Print names on placemats. Children sit at table where they find placemat with their name. Place name cards above coat hooks or ''cubbies'' where children hang their coats or store their prized possessions.	Empty ice cream cartons or boxes can be stacked and used as ''cubbies.''
c) Print own names	Give children who are ready for it, the opportunity to print their own names on their papers or drawings. Let them paint their names while painting with a brush; print their names when using finger paint; or print their names in moistened sand in the sand box.	Play Dough Paint Brush

Intellectual Development

Objective No. 1: *REASONING AND PROBLEM SOLVING*— Develop reasoning and problem solving skills

Expected Performance	Activities	Materials
	Teacher's Note: Reasoning and problem solving may be recognized by the following examples: —when children work through a conflicting situation with other children (affective area); —when children fit the pieces of a puzzle together or try to figure out where the water went when it evaporates (cognitive area); —when children decide how to balance on one leg and at the same time make a big shape with the rest of their bodies (motor area); —when children try to figure out how the clay can be molded to make a specific form (creative area).	
a) Synthesize several concepts from a non-present or past experience to form a reason.	Draw a picture with a figure in it that is incongruous or that is presented in an unexpected way (such as a dog flying). Have children recognize the discordant feature of the picture. When a child is telling an original story ask leading questions like, "What do you think will happen next?"	
	Place outline figures of a boy and a girl on a felt board. Next to board place felt cut-outs of clothing items such as heavy jackets for cold weather, sun suits for warm weather, rain coats for rainy weather. Suggest that children dress the figures for winter. Pose questions such as, "Why do the children have to wear their boots?" "When do you wear a heavy jacket?"	Cut-out felt figures or flannel clothing items. Flannel board
	Reasoning opportunities can be generated from articles brought for "Show and Tell." Use questions such as, "What would happen if . . .?" "How many ways . . .?" "How are they alike?" Use open-ended questions which encourage divergent thinking.	
b) Recognize that a problem exists and seek out pertinent information. Ask questions.	Give children enough time to work on a problem (such as working on a puzzle). Verbal assistance is helpful (such as asking, "Does the circle fit into the round space?").	Puzzles Magnets Pulleys Magnifying glass

Intellectual Development

Objective No. 1: *REASONING AND PROBLEM SOLVING*—Develop reasoning and problem solving skills.

Expected Performance.	Activities	Materials
	Answer the children's questions; ask leading questions; provide things for them to wonder about such as science equipment (magnets, pulleys, magnifying glasses) or objects from nature (leaves, pine cones, birds' nests, sea shells, rocks).	
c) Generate several possible solutions and answers to problems by organizing and processing the information they receive.	Cut out five cardboard squares in five different sizes. Tape to low wall or board in order of size. After children have seen them have them close their eyes. Remove one square. Have children open their eyes, hand them the square and ask them to put it in the same place. Repeat with two squares, then with three squares, etc.	
	On a sunny day have children notice their shadows on the ground. Explain that a shadow is made on the ground when the body (or any solid object) gets between the sun and the ground.(Can also use a bright lamp in a semi-darkened room.) Play "Shadow Tag" as one game. Have partners sit facing each other and have one try to tag the other one's shadow with their own shadow. Use a filmstrip projector, overhead projector, or opaque projector to make silhouettes.	Books: *What Makes a Shadow,* Clyde Bulla *The Shadow Book,* B. DeRegniers
d) Weigh evidence and evaluate explanations. Create, select and/or reject solutions and come up with a probable decision.	Assign a project to three or four children in which they have a responsibility of planning something together (such as constructing their own clubhouse or cage for a pet). They can approach the problem by selecting the tools and lumber from the materials on hand. Then they can decide on how the work will be divided up; who will saw the wood; who will nail the boards together, etc. Allow opportunities for trial and error activities so that the children can develop skill in figuring out a variety of possible solutions to a problem.	Woodworking equipment heavy table saw horse hammers saws screws and screwdrivers vise (use real tools)

"How-To"

finger paint
paste, clay boats
magic garden
homemade
biscuits, al
tortillas, apple
indian pemmican,a
grease bread, sopai
songs, action songs,
finger plays, instru
ringing sounds,
rattles or
shoulders,
projects,
earthworms,
ing has
ydough recipes(cooked and uncooked) also
apflakes added to tempera paint can make
lumps of coal or pieces of bri
salt, blueing, ammonia, mercu
dishpans and large containe
homemade popsicles can be
wooden stick or tongue
depressor in each cub
Freeze. To make
sopaipillas

Recipes

Finger Paint 1, 2

1. Mix tempera with prepared liquid starch.

2. Whipped Ivory flakes with water.

Hints

Soap flakes added to tempera paint make the paint easily washed from hands and clothing.

Liquid soap added to tempera paint prevents the paint from chipping and peeling when used on surfaces such as glass or metal.

Finger Paint 3

2 cups cold water
1 cup wheat paste flour
(Paper hanger's flour may be purchased in hardware or paint stores.)
Coloring (vegetable or tempera paint)
Add flour *gradually* to water. Stir with spoon, or beat with egg beater. Should be thick, creamy consistency.

Finger Paint 4

1¼ cups starch
1 cup cold water
6 cups boiling water
1 cup soap flakes (rounded)
Vegetable coloring
Blend starch with the cold water. Add boiling water and bring to boiling point. Remove from stove and add soap flakes. Beat to blend and add coloring.
If mixture is to be kept in closed jars, add a few drops of oil of cloves or peppermint to prevent spoiling.

Soap Bubble Mixture

¼ cup Lux flakes
1 tsp. sugar
4 Tbsp. glycerin
Fill 1 quart jar with ingredients. Fill rest of jar with warm water. Add 5 drops of vegetable coloring. Use tin cans, plastic straws, empty spools.

Playdough

2 cups flour
1 cup salt
1 cup water
2 Tbsp. cooking oil or
2 Tbsp. powdered alum
Add food coloring.

Playdough
(cooked in order to be re-used. Not suitable for drying and painting.)

2 cups flour
1 cup salt
3 tsp. powdered alum
1¾ cups water
2 Tbsp. mineral oil
Mix together and cook in double boiler until it changes color. Store in closed containers.
Makes enough for about five children.

Paste 1

1 cup flour
1 cup sugar
1 tsp. alum
Add 1 quart boiling water. Beat. Add few drops of wintergreen.

Paste 2

1 Tbsp. powdered alum
1 cup flour
1½ pints boiling water
Add few drops oil of cloves. Mix flour and alum in cold water. Add boiling water. Cook two minutes. Add oil of cloves.

Paste 3
(for paper pulp modeling—thicker paste)

4-6 Tbsp. flour
1 Tbsp. salt
1 cup water
Tear newspaper in small bits. Add water gradually to the paper. Let stand until most of it is absorbed by the paper. Stir in the flour mixture slowly.

Clay Boats

1 oz. of clay (each child)
(Pasticene or Clay-cene)
Paper toweling
Dishpans or other large containers
Water
Paper clips
The task is to make the clay float. When the children have a shape that floats, they put paper clips in the "boat." They can count how many the boat will hold before it sinks. Then the children can go on to build a boat which will hold more. They may record the shape of their boats to compare with future designs.

Sugar Cube Structures

Sugar cubes
Elmer's glue
Children can build many different structures by stacking and gluing sugar cubes together. The children experiment with the concepts of space, volume and area.

Recipes

Homemade Popsicles

Put grape or orange juice in ice cube container. Place a wooden stick or tongue depressor in each cube. Freeze.

Magic Garden

Lumps of coal or pieces of brick
Dishes
Salt
Bluing
Ammonia
Mercurochrome
Food coloring

Have children put coal or brick in dish. Sprinkle with the following:

6 Tbsp. salt
6 Tbsp. blueing
6 Tbsp. ammonia

Add Mercurochrome and food coloring. Add water whenever necessary to keep the bottom of the dish wet. Watch the garden grow and change daily.

Biscuits

2 cups biscuit mix
1 cup cold water

Mix with fork to make a soft dough. Smooth dough into ball on floured tabletop or board. Knead five times. Roll with rolling pin or bottle until dough is ½ inch thick. Cut with floured cutter or small glass. Bake on ungreased sheet 8-10 minutes at 450°. Have them taste the dough before it is cooked, and then after it is cooked.

Indian Grease Bread

4 cups flour
3 tsp. baking powder
1 tsp. salt
1 ½ cups water

Stir flour, baking powder and salt into a bowl, gradually adding the water. If the dough is too moist, add more flour. Knead dough until it no longer sticks to hands. Place dough on a floured surface. Shape dough into round balls, then flatten balls. Punch holes in the center. Deep fry in a large skillet, half filled with liquid shortening. Fry them for about five minutes on each side. Serve hot or cold.

Tortillas

2 cups flour
1 pinch baking powder
1 tsp. salt
1 Tbsp. fat
Warm water

Mix ingredients. Cut in fat (lard or Crisco). Add water to make a stiff dough (⅔ cup). Knead on lightly floured board. Make small balls. Give each child a small ball of the dough to pat thin or roll out. Bake on lightly greased griddle.

Sopapillas

2 eggs
1 cup milk
¾ tsp. salt
1 tsp. baking powder
4 cups flour

Sift dry ingredients together. Beat eggs well. Add milk and stir in dry ingredients. Roll out as thin as possible. Cut. Fry in deep fat until golden brown. Cut into small squares.

Applesauce

3 large apples
3 Tbsp. water
1 tsp. cinnamon
3 Tbsp. sugar

Peel and cut up apples. Take out seeds. Put apples in pan. Add water and sugar; turn on heat. Stir and cook apples until mushy. Add cinnamon.

Indian Pemmican

5 cups dry meat
3 cups mashed cherries
¼ cup shortening
¼ cup sugar

Mix the dry meat, mashed cherries, and shortening tógether in a large bowl. Add the sugar to the mixture and serve.

Edible Sculpture "Cookies"

Dark dough for 20
⅓ cup shortening
1 cup brown sugar
1 ½ cups molasses
⅔ cup water

Combine and mix well.

6-7 cups flour
2 tsp. baking soda
1 tsp. salt
1 tsp. cinnamon
¼ tsp. ginger

Sift together and add to the above.

Children handle and model like Playdough. Bake at 375° until lightly browned. Thin pieces bake before heavy ones, so place them on different baking sheets. Tastes like gingerbread.

Recipes

Edible Sculpture "Cookies"

Light dough for 10
⅓ cup shortening
⅓ cup sugar
1 egg
⅔ cup honey
1 tsp. lemon flavoring
Combine and mix well.
3 cups flour
1 tsp. baking soda
1 tsp. salt
Sift together and add to the above.
Makes a dough children can handle like Playdough. Bake thin pieces separately from thick ones at 350° until lightly browned.

Lemon Bars

For crust, blend
2 cups sifted flour
½ cup powdered sugar
1 cup oleo or part butter
Blend until mixture begins to adhere. Then press into 12x18 jelly roll pan or 9 x 13 cake pan. Bake 20 minutes, or until light brown at 350°.

For top, mix
4 beaten eggs
2 cups sugar
⅓ cup lemon juice
Sift and add
¼ cup flour
½ tsp. baking powder
Bake 20 minutes at 350°, and sprinkle with powdered sugar.

Songs

Clap Your Hands
(to the tune of Row, row, row your boat)

Clap, clap, clap your hands,
Clap your hands like this.
Come on in and join the game,
Clap your hands like this.

Tap, tap, tap your toes . . .
Swing, swing, swing your arms . . .
Reach, reach, reach up high . . .
Turn, turn, turn around . . .

Rub-A-Dub-Dub

Rub-a-dub-dub
Three men in a tub
And who do you think they can be?
The butcher, the baker
The candlestick maker,
They all went off to sea.

Hokey-Pokey

You put your right hand in (the circle)
You put your right hand out
You put your right hand in
And shake it all about
You do the Hokey-Pokey (wiggle)
And you turn yourself around
That's what it's all about.

Put your left hand . . .
Pub your right foot . . .
Put your left foot . . .
etc.

I'll Put My Feet on the Floor

I'll put my feet on the floor
And sit as straight as can be
I'll stand up by my chair
And stretch as tall as can be
I'll stoop way down to the floor
And be as small as can be
I'll sit back down in my chair
And be as still as can be.

Wake Up in the Morning

When the cows wake up in the
morning, (repeat twice more)
What do you think they say?
Moo-moo.

When the pigs wake up in the
morning, (repeat twice more)
What do you think they say?
Oink-oink.

Ducks—quack-quack
Birds—tweet-tweet
Rooster—cocka-doodle-doo

My Head, My Shoulders
(Sing to the tune of Mulberry Bush)

My head, my shoulders, my knees,
my feet (repeat twice more)
And all clap hands together.

My feet, my knees, my shoulders,
my head (repeat twice more)
And all turn around together.

Looby-Loo

Here we dance Looby Loo,
Here we dance Looby Light,
Here we dance Looby Loo,
All on a Saturday night.
I put my right hand in,
I take my right hand out,
I give my right hand a shake, shake, shake
And turn myself about, Oh—(repeat)

Formation: Single circle facing center.
Action: (1) join hands and skip left.
(2) put right hand in.
(3) right hand out.
(4) shake hand.
(5) turn one round.
Repeat action 1 with the additional verses and pantomime the other figures using left hand, right foot, left foot, head way in and whole self.

March Figures

Formation:
The leader stands near the head of the hall or that end nearest the music, and midway between the two corners. Brown-eyed people line up on the side of the hall to the leader's left; all others on the right side of the hall. Lines face the head of the hall.

Action:
(1) While the blue-eyed people march single file across behind the leader and outside the line of others, the others march single file across in front of the leader and inside the line of blue-eyed people. When the lines meet at the foot of the hall they come up the center in twos.
(2) When the couples reach the head of the hall again the first turns to the right, the second to the left, etc. When these two double lines meet at the foot of the hall, they come up the center four abreast.
(3) At the head of the hall again, the first four turn to the right, the second to the left, etc., coming up the center in lines of eight. This may be continued with 16 or 32 abreast, depending on the size of the group and the space.

A variation may be made in figure 1 when the two double lines meet at the foot of the hall. The one on the leader's right may hold hands up, making arches for the other line to pass under, both lines continuing the march. When the two lines meet at the head of the hall, the line that passed under now makes arches for the other to pass under.

To form into circles or to "wind-up" when there are four, eight or 16 abreast, the lines join hands and the person to the leader's left on the end of the front line turns and leads the front line back of the second line and between all of the succeeding lines. The last one on the end of the moving line joins hands with the one on the end of the line behind when they pass each other. When the entire group is in motion, the leader may circle to the center forming small circles, or assume any desired formation for other games.

Songs

Sing a Song of Sixpence

Sing a song of sixpence,
A pocket full of rye,
Four and twenty blackbirds
Baked in a pie.
When the pie was opened
the birds began to sing.
Wasn't that a dainty dish
to set before the King?

The king was in the counting house,
Counting out his money.
The queen was in the parlor
eating bread and honey.
The maid was in the garden
hanging out the clothes
Along came a blackbird
And snipped off her nose!

Formation: a single circle facing center.
Action: (1) circle left in step with the music, singing the first verse.
(2) pantomime the second verse.
(a) the king counting money,
(b) the queen eating bread and honey,
(c) the maid hanging out her clothes,
(d) the blackbird snipping off her nose.

Oats, Peas, Beans and Barley Grow

Oats, peas, beans and barley grow,
Oats, peas, beans and barley grow,
Do you or I or anyone know
How oats, peas, beans and barley grow?

First the farmer sows his seed,
Then he stands and takes his ease,
Stamps his foot and claps his hands,
And turns around to view the land.

Waiting for a partner,
Waiting for a partner,
Break the ring and choose on in,
While all the others dance and sing.

Formation: single circle, hands joined, one player in center as farmer.
Action: (1) circle to left, walking.
(2) All stand and go through the gestures indicated by the words.
(3) Circle to the left walking while farmer chooses partner.
(4) Circle skips to left, while farmer and partner skip to right.
The partner so chosen becomes farmer when the game is repeated, the original farmer retiring to the circle.

Instruments

Sound Boxes

2 paper plates stapled together with dried beans in between. Decorate.
Cartons—cottage cheese, ice cream, yogurt
Boxes—plastic, heavy cardboard, wooden
Place in each, materials giving different sounds.
Macaroni, paper clips, rice, pebbles, small shells, tiny bells. Seal boxes and cartons so children cannot empty them.

Ringing Sounds

Bells
Glasses of different sizes filled with varying amounts of water.
Nails of different lengths suspended on strings.
Metal pipe of different lengths suspended on strings.

Drums

Coffee cans— 1lb., 2 lb., 3 lb., sizes
Inner tube rubber
Heavy cord
Cover open ends with pieces of the rubber.
Lace together with heavy cord.
Round cardboard cereal boxes.
Cover with plastic or strong pieces of cloth.
Shellac cloth so it will make resonant tones.

Tambourines

Round cereal boxes
Sewing hoops
Attach bells or bottle caps to these boxes or hoops.

Drum Stick

Smooth sticks
Dowels—cover with cork, empty spools, etc.

Sand Noise-Makers

Two wood blocks
Sandpaper
Staple sandpaper to them.

Rattles or Bangers

Salt boxes
Beer cans
Gourds
Partly fill any of these with beans or pebbles.

Cymbals

Pot lids (without handles)

Finger Plays

This is the Circle

This is the circle,
This is my head,
This is my mouth with which
Words are said.

These are my eyes
With which I see
This is my nose
That is part of me.

Hands and Shoulders

Hands and shoulders,
Knees and toes.
Hands and shoulders,
Knees and toes.
Hands and shoulders,
Knees and toes.

We'll all clap hands together.
(repeat first three lines)
We'll all jump up together.
(repeat first three lines)
We'll all sit down together.
(repeat first three lines)

We Love Them All

This is the mother,
This is the father,
This is the brother tall.

This is the sister,
This is the baby
We love them all.

Five Little Chickadees

Five little chickadees sitting by
the door (five fingers).
One flew away and then there were four.
Four little chickadees sitting in a tree
(four fingers). One flew away . . .
Three little chicadees sitting just like
you (three fingers). One flew away . . .
Two little chickadees having lots of
fun (two fingers). One flew away . . .
One little chickadee sitting all alone,
He flew away and then there were none.
(no fingers)

Stories

"Ouch!" said the Pencil, as mad as could be,
"Some little school child is chewing on me!"

"You-all," said the Pencil (he came from
the south),
"Should never put me inside of your mouth!"

"I often am dirty! I fall on the floor-
I'm probably covered with germs, and what's
more—
I'm not for eating; I'm filled up with lead
From my red wooden coat to my black sharpened
head!"

"Your teeth are for chewing (that's easy to see)
But use them at mealtime and not on poor me!"

Projects

Earthworms

The children can dig up earthworms from the school garden or collect them from the ground surface after a heavy rain. Earthworms are interesting and valuable to keep in the classroom. If need be, they also serve as winter food for frogs, toads, snakes and turtles in the classroom. Moisten some dark soil (Loam or leaf mold) and some light colored soil (sand). Make three layers of soil in each jar (two wide-mouth pickle or mayonnaise jars) with light, dark, light layers (or vice versa). Put the earthworms on top of the soil of one jar. Wrap the jar with a sheet of dark or black paper which should act to lure the worms to tunnel at the periphery of the jar where they can be seen, rather than to bury themselves in the center. In a few days you should begin to see dark tunnels through the sand layer until eventually the soil in the jar is quite thoroughly mixed.

Compare the mixing with that of the jar without worms. Earthworms, by bringing up subsoil and taking down topsoil, contribute inestimably to soil fertility and hence to human welfare. Watch the soil pass through earthworms as they tunnel through it. They have no teeth, but a remarkable gizzard which grinds and pulverizes the soil they take into their systems. Observe how they pull bits of leaves into their mouths with their upper lips. Where tunnels against the glass permit watching the earthworm in its hole, note how it holds onto the top of the hole with the tip of its tail and moves in a circle searching for food. When not observing the earthworms, be sure to replace the black covering around the jar.

Soon you will notice worm castings of digested pulverized soil on top of the soil in your jar.

At commercial worm farms, worms are fed a succulent soft diet of olive pits and walnut shells. Anglers feed them a mixture of coffee grounds and cornmeal, in small doses.

Group Activities for Beginners

Butterflies

Children fly around, using arms like wings, sipping sweet nectar from the flowers. Those who are really good butterflies go very softly and make no noise "just like real butterflies."

Little Charlie Chipmunk

Little Charlie Chipmunk was a talker. Mercy me!
He chattered after breakfast and he
chattered after tea!
He chattered to his father and he
chattered to his mother!
He chattered to his sister and he
chattered to his brother!
He chattered till his family was almost driven wild!
Oh, little Charlie Chipmunk was a very
tiresome child.

Spring Has Come

"Wake up," said the little raindrops,
(Raindrops rise quickly from chairs.)
"Wake up," said the sunbeams, too.
(Sunbeams rise quickly.)
"Spring has come," sang a bird;
(Birds rise & flutter wings.)
Then the little flowers heard,
(Flowers rise slowly.)
So they all woke up and grew.
(Divide into four groups above, raindrops, etc.)

Color on Color

Three or five children close their eyes while another child picks a large colored crayon from the box. The crayon is shown to the group (but not people whose eyes are closed) and then placed somewhere in the room in a fairly conspicuous spot, on a color similar to the crayon. Then the child returns to the group, the others open their eyes, and go in search of the crayon. If they see it, they come back to the group and announce, "color on color; blue matches blue" or whatever the original crayon color may have been. The last one to spy the crayon returns the crayon to the box and the game starts again.

Round We Go

Children are holding hands forming a circle guided by the leader who says:

Round we go, round we go,
All the children doing so;
Round we go, round we go,
All the children doing so.

This is repeated as the whole group reverses and goes in the opposite direction. Children and the leader stoop and say:

Down we go, down we go
All the children doing so;
Down we go, down we go,
All the children doing so.

Children quickly rise with a decided jump as they say:

Up we go, up we go,
All the children doing so.
Up we go, up we go,
All the children doing so.

Children and leader approach center as they say:

In we go, in we go,
All the children doing so;
In we go, in we go,
All the children doing so.

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Chalmers, Audrey, *Hundreds and Hundreds of Pancakes*
Considine, Kate, *One, Two, Three, Four*
Crews, Donald, *Ten Black Dots*
Crocos, Lucille, *Joel Spends His Money*
d'Aulaire, Ingri, *Don't Count Your Chicks*
De Regniers, Beatrice, *What Happens Next?*
du'Bois, William Pene, *Twenty-One Balloons*
Duvoisir, Roger, *Two Lonely Ducks*
Eichenberg, Fritz, *Dancing In the Moon*
Elkin, Benjamin, *Six Foolish Fishermen*
Emberley, Ed, *Wing On a Flea*
Estes, Eleanor, *The Hundred Dresses*
Francoise, *Jeanne Counts Her Sheep*
Francoise, *What Time Is It, Jeanne Marie?*
Frederico, Helena, *The Golden Happy Book of Numbers*
Gag, Wanda, *Millions of Cats*
Gag, Wanda, *Nothing at All*
George, Jean, *The Hole in the Tree*
Goudey, Alice, *Houses From the Sea*
Grant, Eldon, *Twenty White Horses*
Gregor, Arthur, *1, 2, 3, 4, 5*
Gretz, Susanna, *Teddy Bears*
Haley, Gail, ed., *One, Two, Buckle My Shoes*
Hay, Dean, *Now I Can Count*
Hoberman, Mary Ann, *All My Shoes Come in Twos*
Hogan, Inez, *Twin Lambs*
Hughes, Peter, *The Emperor's Oblong Pancake*
Ipcar, Dahlov, *Brown Cow Farm*
Johnson, Crokett, *Harold's Circus*
Johnson, Crokett, *Harold's Fairy Tale*
Johnson, Crokett, *Harold's Trip to the Sky*
Juster, Norton, *The Dot and the Line*
Karasz, Ilonka, *Twelve Days to Christmas*
Kay, Helen, *One Mitten Lewis*
Kepes, Juliet, *Five Little Monkeys*
Kepes, Juliet, *Two Little Birds and Three*
Kessler, Ethel, *I Have Twenty Teeth*
Kirn, Ann, *Nine In a Line*
Klein, Leonore, *What Is an Inch?*
Knight, Hilary, *Firefly In a Fir Tree*
Kruss, James, *Three by Three*
Krauss, Ruth, *A Moon Or a Button*
Kuskin, F., *Square As A House*
Langstaff, John, *Over in the Meadow*
Latham, Jean L., *Carry On, Mr. Bowditch*
Latham, Jean L., *Trail Blazer of the Seas*
LaWell, Betty, *Tooooot! A Train Whistle Counting Book*
Lemke, Horst, *One Times One*
Lerch, Harold, *Numbers in the Land of Hand*
LeSieg, Theo, *Ten Apples Up On Top!*
Lionni, Leo, *Biggest House In the World*
Lionni, Leo, *Inch By Inch*
Lionni, Leo, *On My Beach There Are Many Pebbles*
Lionni, Leo, *Swimmy*
McCready, T.L., *Increase Rabbit*
McCloskey, Robert, *Make Way for Ducklings*
McCloskey, Robert, *Time of Wonder*
McKinley, Phyllis, *The Make-Believe Twins*
McLeod, Emile W., *One Snail and Me*
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Martin, Bill, *Ten Little Caterpillars*
Massey, Jeanne, *The Littlest Witch*
Meeks, Esther, *One Is The Engine*
Memling, Carl, *I Can Count*
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Milgrom, Harry, *Adventures With a Ball*
Moon, Grace, *One Little Indian*
Moore, Lilian, *The Important Pockets of Paul*
Moore, Patrick, *Isaac Newton*
Morse, Samuel F., *Sea Sums*
Myller, Rolf, *How Big Is a Foot?*
Neigoff, Mike, *Nine Make a Team*
Neurath, Marie, *Too Small to See*
Norling, Jo, *Pogo's Sea Trip*
Novinger, Virginia, *Round Trip for Johnny*
Oxenbury, Helen, *Numbers of Things*
Pattison, William, *Which Way? How Far? Where?*
Pease, Josephine, *One, Two, Cock-a-doodle-doo*
Peppe, Rodney, *Circus Numbers*
Ramerez, Carolyn, *Small as a Raisin, Big as a World*

Reed, Mary, *The Golden Picture Book of Numbers*
Rowan, Dick, *Everybody In!*
Russell, Solveig, *One, Two, Three and Many*
Schlein, Miriam, *City Boy, Country Boy*
Schlein, Miriam, *Fast Is Not a Ladybug*
Schlein, Miriam, *Heavy Is a Hippopotamus*
Schlein, Miriam, *It's About Time*
Schneider, Herman, *How Big Is Big?*
Selfridge, Oliver, *Fingers Come in Fives*
Sendak, Maurice, *One Was Johnny*
Seuss, Dr., *500 Hats of Bartholomew*
Seuss, Dr., *McElligot's Pool*
Seuss, Dr., *One Fish, Two Fish, Red Fish, Blue Fish*
Sewell, H., *Blue Barns: The Story of Two Big Geese and Seven Little Ducks*
Shapp, Charles, *Let's Find Out What's Big and What's Small*
Slobodkin, Louis, *One is Good But Two is Better*
Slobodkin, Louis, *Millions and Millions*
Steiner, Charlotte, *10 In a Family*
Stengel, Hansgeorg, *Busy Builders*
Thurber, James, *The Great Quillow*
Thurber, James, *Many Moons*
Tresselt, Alving, *Follow the Road*
True, Louise, *Number Men*
Tudor, Tasha, *One is One*
Unger, Tomi, *Snail, Where Are You?*
Victor, Joan, *Bigger Than an Elephant*
Vogel, Ilse, *One Is No Fun, But Twenty is Plenty*
Walters, Helen, *Wernher VonBraun, Rocket Engineer*
Ward, Lynn, *Biggest Bear*
Watson, Nancy, *Annie's Spending Spree*
Watson, Nancy, *What is One?*
Watson, Nancy, *When is Tomorrow?*
Webber, Irma, *It Looks Like This*
Weyl, Peter, *Men, Ants and Elephants*
Wondriska, William, *1, 2, 3, a Book to See*
Woolley, Catherine, *Two Hundred Pennies*
Zim, Herbert, *Codes and Secret Writing*
Zolotow, Charlotte, *Big Brother*
Zolotow, Charlotte, *One Step, Two*
Zolotow, Charlotte, *Over and Over*

Useful Resources for Teachers

1. Myra Cook, Joseph Caldwell, Lina Christiansen, *Come Alive Classroom—Practical Projects for Elementary Teachers*. Parker Publishing Co., Inc., West Nyack, NY, 1967.

2. Sandra Nina Kaplan, JoAnn Butom Kaplan, Sheila Kunishima Hadsen, Bette K. Taylor, *Change for Children*. Goodyear Publishing Co., Inc., Santa Monica, CA 90401, 1973.

3. Sylvia Ashton-Warner, *Teacher*. Simon & Schuster, Inc., 630 5th Avenue, New York, NY 10020, 1963.

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5. Dr. Sidney W. Tiedt and Iris Tiedt, *Elementary Teacher's Complete Ideas Handbook*. Prentice Hall, Inc., Englewood Cliffs, NJ, 1965.

6. Georgia Johnson and Gail Povey, *Metric Milk Shakes and Witches Cakes*. Cooking Centers in Primary Classrooms, Scholastic Book Services, 1976.

7. Nellie Edge and Pierre Leitz, *Kindergarten Cooks*. Makah Graphic Arts, Neah Bay, WA, 1975.

Bonded Firms Licensed to Sell Textbooks in Montana

Addison-Wesley Publishing Co., Inc.
2725 Sand Hill Road, Menlo Park, CA 94025

Allyn and Bacon, Inc.
7280 Blue Hill Dr., San Jose, CA 95129

American Book Company (A Division of Litton Educational Publishing, Inc.)
450 W. 33rd Street, New York, NY 10001

American Technical Publishers, Inc.
(Vocational, Technical, Occupational and Industrial Arts Books & Study Guides)
122 35 S. Laramie Avenue, Alsip, IL 60658

Barnell Loft, Ltd.
958 Church Street, Baldwin, NY 11410

Bennett Company, Inc., Chas. A., Book Publishers
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Bobbs-Merrill Company
4300 W. 62nd Street, Indianapolis, IN 46268

Bowman Publishing Corp.
P.O. Box 25308, Oklahoma City, OK 73125

Butterick Publishing
708 3rd Avenue, New York, NY 10017

Charles E. Merrill Publishing Division of Bell & Howell Co.
1300 Alum Creek Drive, Columbus, OH 43216

Doubleday & Company, Inc.
School & Library Department, Garden City, NY 11530

Economy Company
Box 25308, Oklahoma City, OK 73125

Encyclopaedia Britannica Educational Corporation
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Follett Publishing Company
1010 W. Washington Blvd., Chicago, IL 60607

Ginn and Company
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Globe Book Company, Inc.
50 West 23rd Street, New York, NY 10010

D.C. Heath & Company (School Division)
125 Spring Street, Lexington, MA 02173

Heinle & Heinle Publishers, Inc.
51 Sleeper Street, Boston, MA 02210

Houghton Mifflin Company
777 California Avenue, Palo Alto, CA 94304

Laidlaw Brothers (A Division of Doubleday & Company, Inc.)
Thatcher & Madison, River Forest, IL 60305

Lippincott Company, J.B.
E. Washington Square, Philadelphia, PA 19105

Macmillan Publishing Co., Inc.
866 3rd Avenue, New York, NY 10022

McCormick-Mathers Publishing Company
1221 Avenue of the Americas, New York, NY 10020

McKnight Publishing Company
Bloomington, IL 61601

National Textbook Company
8259 Niles Center Road, Skokie, IL 60076

Open Court Publishing Company
Box 599, LaSalle, IL 61301

The A.N. Palmer Company
1720 West Irving Park Road, Schaumburg, IL 60193

Prentice-Hall, Inc.
Englewood Cliff, NJ 07632

Pruett Publishing Company
3235 Prairie Avenue, Boulder, CO 80301

Scholastic Magazines and Book Service
50 West 44th Street, New York, NY 10036

SRS-Science Research Associates, Inc.
155 North Wacker Drive., Chicago, IL 60606

Scott Foresman and Company
855 California Avenue, Palo Alto,CA 94304

Scott & Feitzer (World Book Childcraft International, Inc.)
Merchandise Mart Plaza, Chicago, IL 60654

Silver Burdette Company
2450 Embarcadero Way, Palo Alto, CA 94303

State Publishing Company
Airport Way, Helena, MT 59601

Zaner-Bloser, Inc.
612 North Park Street, Columbus, OH 43215

Selected References from the Administrative Rules of Montana

Kindergarten Schedule Variances

10.65.201 Policy Statement on Kindergarten Schedule Variances. (1) In accordance with Section 20-1-301 and 20-1-302, MCA, school districts are expected to operate kindergarten programs for 180 days with a minimum of two-hour daily classes; however, a variance to this schedule may be granted by the superintendent of public instruction in accordance with board of public education policy. Recognizing that the locations of homes of some kindergarten children, coupled with the normal half-day attendance pattern for kindergarten classes, may cause problems in transporting kindergarten children to and from classes, it is the policy of the board that a variance to the prescribed statutory schedule for kindergarten programs may be granted if the conditions set forth below are met:

(a) Kindergarten classes are scheduled for at least 360 hours during the school year; classes shall not exceed four hours per day, though the daily period for which children are supervised by the district may exceed four hours.

(b) Kindergarten classes are in operation every week of the school year, unless a one-semester schedule has been approved, and for at least eight hours a week. A one-semester kindergarten schedule will be considered for approval only after all other scheduling possibilities have been explored thoroughly. (History: Sec. 20-2-121, MCA; IMP, Sec. 20-1-302, MCA; Eff. 3/12/74, ARM Pub. 11/16/77.)

10.65.202 Local District Participation. (1) Local districts are encouraged to design and propose kindergarten schedules suited to their particular situations. The superintendent of public instruction shall exercise discretionary authority in granting variances to districts with conditions other than those cited above; in all such cases, the superintendent shall advise the board of the action taken. (History: Sec. 20-2-121, MCA; IMP, Sec. 20-1-302, MCA; Eff. 3/12/74; ARM Pub. 11/26/77.)

Selected Legal References
School Laws of Montana, 1981

20-1-302. School day and week. Subject to 20-1-308, a school day of pupil instruction shall be at least 2 hours for kindergartens and all other preschool programs, unless a variance has been granted by the superintendent of public instruction in accordance with the policies of the board of public education, at least 4 hours for grades 1 through 3, and at least 6 hours for grades 4 through 12. The number of hours in any one school day for grades 4 through 12 may be reduced by 1 hour if the total number of hours in the school week is not less than 30 hours. The number of hours in a school week may be reduced, in an emergency, with the approval of the board of public education.

20-7-117. Five-year-old schooling and preschool programs. (1) The trustees of an elementary district may establish a program capable of accommodating, at a minimum, all the children in the district who will be 5 years old on or before September 10 of the school year for which the program is to be conducted or has been enrolled by special permission of the board of trustees. The program shall be an integral part of the elementary school and shall be financed and governed accordingly, provided that to be eligible for inclusion in the calculation of ANB pursuant to 20-9-311, a child must have reached the age of 5 on or before September 10 of the school year covered by the calculation or has been enrolled by special permission of the board of trustees.

(2) The trustees of an elementary school district may establish and operate a free preschool program for children between the ages of 3 and 5 years. When such preschool programs are established, they shall be an integral part of the elementary school and shall be governed accordingly. Financing of preschool programs shall not be supported by moneys available from state equalization aid.

20-9-311. Calculation of average number belonging (ANB). (1) Average number belonging shall be computed by determining the total of the aggregate days of attendance by regularly enrolled, full-time pupils during the current school fiscal year plus the aggregate days of absence by regularly enrolled, full-time pupils during the current school fiscal year and by dividing such total by 180. However, when a school district has approval to operate less than 180 school days under 20-9-804, such total shall be calculated in accordance with the provisions of 20-9-805. Attendance for a part of a morning session or a part of an afternoon session by a pupil shall be counted as attendance for one-half day. In calculating the ANB for pupils enrolled in a program established under 20-7-117 prior to January 1, 1974, or pursuant to 20-7-117(1), attendance at or absence from a regular session of the program for at least 2 hours of either a morning or an afternoon session will be counted as one-half of a day attended or absent as the case may be. If a variance has been granted as provided in 20-1-302, ANB will be computed in a manner prescribed by the superintendent of public instruction, but in no case shall the ANB exceed one-half for each kindergarten pupil. When any pupil has been absent, with or without excuse, for more than 10 consecutive school days, including pupil-instruction-related days, his absence after the 10th day of absence shall not be included in the aggregate days of absence and his enrollment in the school shall not be considered in the calculation of the average number belonging until he resumes attendance at school.